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ABSTRACT

New Mexico's career education development, testing, and demonstration project operated in the Taos Municipal School District had as its objectives to: (1) develop and implement an elementary school program to increase career awareness, (2) improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high school students, (3) provide job preparation in occupational areas for senior high school students with special emphasis on work experiences and cooperative education opportunities, and (4) establish a placement service to insure the placement of all students in a job, a postsecondary occupational program, or a baccalaureate program. This document describes the project design, procedures, and results. An independent summative audit of the findings indicated that the program objectives were broader in scope than in depth. Teacher, counselor, and administrator effort varied from intense to superficial. Components operated as intended at some schools but not at others. The evaluation findings led to the recommendation that the program not be refunded by the State or Federal governments. Future productivity seems best provided through in-house services detailed findings and comments are presented in the final report and in the evaluation. Materials developed during the project are appended. (MF)

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FINAL REPORT

Covering the period from
January 3, 1972 to July 3, 1973

RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

Conducted in the
Taos Municipal Schools
P. O. Box 1277
Taos, New Mexico 87571

by

Paul Shelford, Jr.
On-Site Project Director

(Please note that Mr. James B. West has replaced Mr. Ernest A. Vigil as State Director of Vocational Education, and is therefore shown as Project Director, replacing the name shown in Paragraph 9.A of the Notification of Grant Award No. OEG-0-72-0779.)

VT 021 046

TABLE OF CONTENTS

		Page
SUMMARY		1
I.	PROBLEM AREA OF PROJECT DIRECTION	6
II.	OBJECTIVES AND GOALS OF THE PROJECT	7
	A. Objectives	7
	B. Working Goals	7
III.	GENERAL PROJECT DESIGN AND PROCEDURES	8
	A. Basic Parameters of the Design	8
	B. Overall Solution to Restrictions	9
	C. Basic Plan of Action	9
	D. Procedures	9
	1. Research	9
	2. Career Awareness Committee	10
	3. Career Education and Bilingual Education Interaction	11
	4. The Curriculum-Careers Integration Teachers' Guide	11
	5. Counselors' Committee	12
	6. Work-Study Program	13
	7. The Placement Component	14
	8. Secondary School Career Education Classes	15
	9. Project Audiovisuals	17
	10. Library Career Cluster Fiction/ Biography Index	18
	11. The Workshop Teacher Guides	19
	12. The Summer Teacher Workshops	20

IV. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT..... 26

V. EVALUATION..... 27

VI. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS..... 28

A. Sensitization to the Need..... 28

B. The Library Career Cluster Reference Index.... 28

C. The Placement Service..... 29

D. Teacher Stipends for Career Education Activity 30

E. The Cooperative Work-Study Program..... 31

F. Teacher Achievement Dissemination vs. Fear of Evaluation..... 32

G. The Curriculum-Careers Integration Guide..... 34

H. Secondary School Career Education Courses..... 34

I. In-Service Meetings..... 35

J. Sustaining Director of Career Education..... 36

APPENDICES

A. Bibliography..... 38

B. List of Materials Developed under Project.... 41

SUMMARY OF THE REPORT

The final report covers the proposed and contracted extent of the project from January 3, 1972 to July 3, 1973. This represents the development of the New Mexico State Pilot Project funded in the amount of $57,000 from U.S.O.E. Commissioner Marland's Discretionary Fund for Career Education. The above amount was matched by State and local matching funds and State administered Federal funds for a total of $96,852. That amount was further increased from State administered Federal funds to support a further proposed supplemental activity in the amount of $10,000 to raise the total project budget to $106,852.

The objectives of the project were:

1. To develop and implement a program at the elementary school level (K-6), designed to increase career awareness;

2. To improve the guidance and counseling services at all grade levels with special emphasis on career orientation and meaningful exploratory experiences for students at the junior high level;

3. To provide job preparation in occupational areas for Grades 10 through 12 with special emphasis on the utilization of work experience and cooperative education opportunities; and

4. To establish a placement service to insure the placement of all existing students in either a job, a post-secondary occupational program, or a baccalaureate program.

The working goals as developed for the project were:

1. To sensitize teachers, counselors, and administrators to the need for maintaining and further developing self-awareness over the 12-year school experience, in direct contradiction to the normal pattern of developing closure during these critical 12 years.

2. To make all elements of practical and academic education relevant to the individual lives of each student, within the four career life roles of occupation, family, leisure and community.

3. To develop within students an awareness of career and occupational activity that affects their

lives from every direction, from the hundreds of occupations required in a community as small as Taos, to the thousands of occupations required to build their cars, their appliances, and even the textbooks in their hands.

4. To develop a personally empathetic understanding of the many different factors that make up an occupation, along with the differing factors between occupations, in order that comprehensive assessment may be possible of any occupation that may interest them -- instead of merely perceiving it as a potentially attractive job of work.

5. To realize that a career choice usually represents a life-style choice.

6. To be able to correlate the two factors of self-awareness and career awareness in such manner as to achieve a self-determined, realistic decision-making ability.

7. To emphasize that these goals are just as important for a college-bound student as they are for a student intending to go directly into the labor market.

The following procedural steps were taken toward the fulfillment of the above working goals and objectives:

1. Research -

   a. Onsite.
   b. Travel to other operating sites.
   c. Literature of the field.

2. Formation of a Career Awareness Committee -

   a. Planning for cohesive elementary thrust.
   b. Review and purchase of instructional materials.

3. Interaction of Career Education with Bilingual Education.

4. Production of a Curriculum-Careers Integration Teachers' Guide.

5. Formation of a total district Counselors' Committee.

6. Formation of an amplified Work-Study Program.

7. Establishment of a Placement Service.

8. Establishment of secondary career education classes.

9. Review and lease/purchase of audiovisuals.

10. Creation of a library career cluster fiction/biography index.

11. Creation of Workshop Teacher Guides.

12. Fulfillment of a Counselors' Workshop.

13. Fulfillment of Three Teachers' Workshops.

14. Emphasis throughout on sensitization of the teachers, counselors, and administrators to the need.

15. Fusion of the theme to general elementary and specific academic classes from grades one through twelve.

The following results and accomplishments were achieved:

1. The creation of the TAOSCORE Model of Careers Oriented Relevant Education for the four career life roles of occupation, family, leisure, and community.

2. The creation of a Twelve-year Career Education Process Model.

3. Three comprehensive Workshop Teachers' Guides.

4. The first-draft, field testing text of the Curriculum-Careers Integration Teachers' Guides for all six elementary grades across the four primary curriculum areas.

5. The counselors' workshop resolution of the establishment of the basic goal of developing within each student a "self-determined, realistic decision-making ability."

6. Subjective pre- and post-test instruments for all elementary students.

7. The Peer-Tutor Language Arts step-by-step process of utilizing slow readers of the upper grades to help themselves through helping slow readers of the lower grades.

8. Establishment of secondary career education classes.

9. A one-year elective Career Exploration Course in the Taos Junior High School. This will be revised next year to a nine-week segment to be given to all ninth graders as part of the required Civics Course.

10. A one-semester elective Career Development Course in the Senior High School. This will be revised next year to a nine-week segment to be given all eleventh graders as part of the required U. S. History Course.

11. Three Library Career Cluster Fiction/Biography Indices, for the three school levels, for use in supplemental reading assignments for empathetic occupation and career learning experiences.

12. Group Guidance Programs for 100% of the secondary school students conducted by the guidance counselors. These are expected to be replaced next year by the in-depth career education courses described in 9. and 10. above.

13. A cooperative work-study program for 65 out of the 125 high school students who leave school during the school day for on-the-job work study. This is approximately 17% of the student body.

14. The startup establishment of a placement service for graduating or dropout students. Approximately 80% of the existing students were placed at the close of the project.

15. Sufficient teacher sensitization to yield partial fusion of various aspects of career education to at least 90% of the general elementary and academic secondary classes.

16. A sustaining positive attitude toward the value and benefits of career education to assure its continued implementation throughout the school system.

A comprehensive program auditor's evaluation was prepared by Dr. James A. Hale, Professor of Educational Administration at the University of New Mexico in Albuquerque, and with the data-gathering assistance of two of his doctoral candidates. The evaluation is considered by the project director to be thorough and honest, pointing out failures of achievement where they exist, and acknowledging solid foundations that will sustain and further develop from their inception of the single implemental year. The general tone and final conclusions of the evaluation are favorable.

A self-sustaining base has been established through the initial implementation of this project. The primary aim of sensitization to the need for continued fulfillment among teachers, counselors, and administrators has been established for required growth implementation to establish an operative twelve-year process of career education. The report concludes with specific recommendations for the continued growth on the broad base established.

I. PROBLEM AREA OF PROJECT DIRECTION

The school district of Taos, New Mexico serves some 3,200 students out of a population of 11,000 residents. There are two minority groups making up 86% of the total population, 82% Spanish American and 4% Taos Indian. The Spanish Americans are in no way related to the problems of migrant Mexican labor -- these people have been here for 350 years, and many of them still live on original 17th Century Spanish Land Grants. The Taos Indians have been here for 800 years.

This is a rural area in Northern New Mexico, but the soil and terrain do not permit production farming. There is considerable ranching, but the number of ranch employees is small. Most farming is family sustenance in addition to jobs. The Molybdenum mines in Questa, 30 miles to the north have cut back to a total employment force of 300 personnel, of which only half are from the Taos School District. There is a well recognized professional and amateur art colony, but most of the artists move here from elsewhere. The big industry is Tourism for the 4-6 month skiing season, and summer tourists seeking the beauty of the mountains. The resultant picture of beautiful scenery and rural peace includes 46% of the families living on incomes below the poverty level, and 12 - 14% unemployment.

Only 30% of high school graduates go on to college, of which only half will graduate. The pertinent problem for career education here is to provide entry-level skills for students to either find a worthwhile career position elsewhere, or to enter some sort of post graduate skill to qualify for work elsewhere.

Although there is vocational training at the junior and senior high school levels, it is quite limited due to lack of local as well as outside funding sources. Only Office Education provides a comprehensive program, and the maturity required to gain a salable skill.

In addition to educational qualifications for mobility, they require the career awareness sophistication and self-awareness of career goals to want to leave this cultural environment to enter the mobility of working society. With the majority population of a relatively poorly educated background, the above element of self-awareness requires the general raising of the levels of aspiration, and an acceptance of the possibility that a higher level of aspiration can be achieved.

II. OBJECTIVES AND GOALS OF THE PROJECT

A. Objectives

The objectives, as stated in the contract proposal, are as follows:

1. To develop and implement a program at the elementary school level (K-6) designed to increase career awareness;

2. To improve the guidance and counseling services at all grade levels with special emphasis on career orientation and meaningful exploratory experiences for students at the junior high level;

3. To provide job preparation in occupational areas for grades 10 through 12 with special emphasis on utilization of work experience and cooperative education opportunities, and

4. To establish a placement service to insure the placement of all existing students in either a job, a post-secondary occupational program, or a baccalaureate program.

B. Working Goals

As analysis of the challenge progressed, along with research into the methods employed elsewhere, and as working philosophy developed through the Career Awareness Committee and the Counselors' Committee, the following working goals evolved:

1. To sensitize teachers, counselors, and administrators to the need for maintaining and further developing self-awareness over the 12-year school experience, in direct contradiction to the normal pattern of developing closure during these critical 12 years.

2. To make all elements of practical and academic education relevant to the individual lives of each student, within the four career life roles of occupation, family, leisure and community.

3. To develop within students an awareness of career and occupational activity that affects their lives from every direction, from the hundreds of occupations required in a community as small as Taos, to the thousands of occupations required to build their cars, their appliances, and even the textbooks in their hands.

4. To develop a personally empathetic understanding of the many different factors that make up an occupation, along with the differing factors between occupations, in order that comprehensive assessment may be possible of any occupation that may interest them -- instead of merely perceiving it as a potentially attractive job of work.

5. To realize that a career choice usually represents a life style choice.

6. To be able to correlate the two factors of self-awareness and career-awareness in such manner as to achieve a self-determined, realistic decision-making ability.

7. To emphasize that these goals are just as important for a college bound student as they are for a student intending to go directly into the labor market.

III. GENERAL PROJECT DESIGN AND PROCEDURES

A. Basic Parameters of the Design were dependent on the following restrictions:

1. The time requirement of 18 months in which to set up a self-sustaining process. This process must be accepted as partial for all students, taking them at current grade level above grade one, and compensating so far as possible for lack of the introductory self-awareness to start with grade one. This was not just a matter of catching up on what was missed in the previous grades before the start of the project. This was also a matter of overcoming negative attitudes toward self, school, and potential career possibilities -- an attempt to open the naturally progressive closure symptomatic of established educational progress from grades one through twelve. The project allowed 18 months to establish a 12-year process.

2. The assigned staff consisted of the non-permanent single project director and the secretary. The director was charged with coordination and establishment of the four broad areas of the stated project objectives in Part II. These objectives were amplified as working components in the proposal scope of work. The area of junior high school students was combined with the Guidance and Counseling Component. In order to better plan and work out the total challenge, the component was split into two separate components of Junior High School and Guidance and Counseling, making a total of five area components of fulfillment.

B. Overall Solution to Restrictions was based on the single goal objective of sensitizing the teachers, counselors, and administrators to the need. If true sensitization could be established in the majority of the permanent staff:

1. It would be automatically self-sustaining as a pattern of teaching philosophy that would remain (overtly or covertly). Once a part of teacher attitude, it could not be cast aside. I.e., consciously or unconsciously, all future lesson plans and spontaneous metaphorical examples would contain a positive use of examples of both career and self-awareness. The unsensitized minority would eventually add these factors to their instructional techniques through observance of successful peers and from the demands of sensitized students questioning the relevance of the minority teachers' subject matter compared to the relevance of the sensitized teachers' career and self-awareness presentation of the subject matter.

2. It became obvious that the single project director could not give full-measure justice to the manifold requirements of all five of the scope-of-work components assigned. It also became apparent that even if there were five full time coordinators to handle the five components under the director, those coordinators (let alone the project director himself) could not achieve either student sensitivity or subject matter relevancy to the students. The only personnel with sufficient exposure and personal knowledge of the students as separate individuals, were the teachers themselves. The project director thereupon adopted the attitude that all 140 teachers of the school system would become implementative staff members of the project.

C. Basic Plan of Action. The basic design or plan of action was thereupon based on: 1) a sensitization of the administrators and principals to give backing and support to the teachers; 2) a sensitization of the teachers themselves as prime instruments of career and self-awareness fulfillment; 3) in order to achieve sensitization of the students to the working out of their own fulfillment of career and self-awareness toward the personal ability to make a self-determined, realistic decision in the knowledge that it might well affect the total course of their adult lives.

D. Procedures.

1. Research. The project director began with extensive travel to existing career education sites for first-hand observation of methods and one-to-one conversation

with other site directors, coordinators and teachers for their approaches, trials, successes and failures.

This was followed by a review of the literature generously passed on to the project director, along with participation in career education workshops.

2. Career Awareness Committee. A Career Awareness Committee was formed, in accordance with the proposal, and observations were passed on to the group for their ideas and suggestions for elementary students' self-awareness to awareness of occupations and careers building up through the six grade levels in a sequential development of the four primary subject areas.

a. During the first two weeks immediately following the end of the 1971-72 school year, the CAC engaged in a two week brainstorming session to set up the macro- and micro-objectives and their potential implementation, along with methods of effectively presenting it to all the elementary teachers in the 3-day workshop to be conducted immediately before the start of the 1972-73 implementive school year.

b. The challenge of establishing self-awareness and responding to others in the elementary grades, without conducting extensive workshops in child psychology among the elementary teachers, was met after a review of the SRA FOCUS Kits; Stages I and II, entitled as above. (Stage III, Interaction with Others, still carried an indeterminate publication date.) After reviewing the materials by other publishers, it was agreed that the work of other publishers could only amplify the knowledge and ability once it was gained by the teachers. Only the SRA Kits were sufficiently comprehensive to teach and sensitize the teachers, as well as give them step-by-step lesson plans in this most subtle requirement.

It was thereupon agreed to order one of the above kits for every other elementary class, along with a teacher's guide for every elementary teacher and an individual student activity book for every student. We ordered 10 Stage I Kits for first and second grades, 10 Stage II Kits for third and fourth grades, and (lacking Stage III) we ordered 10 Widening Occupational Roles Kits (WORK) for the fifth and sixth grades. The Fall 1972 Revised Edition of WORK was written down to a fifth grade level.

SRA FOCUS: Stage III "Interaction with Others" became available in late Fall of 1972. Projected Budget monies did not allow purchase at that time. In May, 1973 (two months before end of project), it became apparent that we would have at least $1,000 left over. A calculation of costs of limited purchase of five of these kits (one each to the outlying schools and three to the large Taos Elementary School) plus a teacher's guide for all teachers as well as student activity books for all fifth and sixth grade students, showed that this was feasible. This assist was discussed with the three principals involved, and all agreed it would be most worthwhile. Though there would not be one kit for every two or three classes, since the kits consist only of poster photographs, filmstrips and records, it was felt that each teacher could still make sufficient use of them. For the next year, two of the WORK Kits will be moved to the junior high school to accompany the one already there, and three will be moved to the high school for use of those students of a reading level lower than the two Occupational Exploration Kits (OEK) already in use there. That will leave five of the WORK Kits, one each in the outlying schools and three in Taos Elementary School for combined career awareness use in the fifth and sixth grades along with the new Stage III Kits. Note that this actually leaves the original total of 10 SRA Kits for the use of fifth and sixth grade classes.

3. Career Education and Bilingual Education Interaction. The Bilingual Program in Grades K-2 was most anxious to use the SRA materials toward the same goal of self-awareness as a culturally required part of their program. By like token, the Career Awareness Committee desired the Peabody Puppet Kits for Career Awareness role playing. Since the Bilingual Program had already invested in Peabody Puppet Kits, for the same K-2 classes, the interaction and reflexive use of these materials was natural and encouraged.

4. The Curriculum-Careers Integration Teachers' Guide.

a. A trial agreement was established in the spring of '72 for Mrs. Lois Harmeson of Albuquerque, N.M. Mrs. Harmeson had written for several nationally known textbook houses, including SRA, Westinghouse Learning, and Field Enterprises. Mrs. Harmeson took copies of the most commonly used textbooks of the four subject areas of the six grade levels and created a trial subject matrix of curriculum-career activity integration. The materials were reviewed by the CAC and then

Mrs. Harmeson came to Taos to discuss their constructive criticism with them. As part of the summer workshop, the teachers created like matrices for their individual teaching grade levels along the developing common theme of Forestry (one of the few careers available in the Taos area).

Mrs. Harmeson's materials, along with the trial matrices and sample blanks, and her editorial criticisms as constructive learning for the teachers were included in the Elementary Teachers' Workshop Guides for the end of the summer workshop.

b. Mrs. Harmeson's materials were also distributed to other site directors around the country, and the response was sufficient for the Vocational Division to allocate additional funds to the project contract for the completion of her trial integration matrix throughout the forthcoming school year. She would provide pre- and post-tests for the six elementary grades, and would supply completed manuscript for the initial field testing in Taos on a time-line designed to stay two months ahead of the utilizing teachers.

c. Mrs. Harmeson also created a 62-page Peer-Tutor Language Arts section for the original trial matrix. This is for the cooperative use of low-reading-ability fifth and sixth graders to work with low-reading-ability second and third graders for upgrading the reading ability of both the peer and the tutor, as a practical step-by-step procedure out of the philosophy of Dr. Perry from the University of Oregon. A small segment of this contained in the complete Curriculum-Careers Integration stimulated enough interest from the teachers for the project to cut stencils and mimeograph the work for general distribution to all elementary teachers. Due to inability to secure mimeograph paper, this was not made available until the last month of the school year and therefore, will not be utilized until the 1973-74 school year.

5. Counselors' Committee. A one-week comprehensive workshop was conducted at the close of the 1971-72 school year, after the CAC Workshop. The six school counselors, two each from the three school levels (including the new elementary counselor to be half-paid from project funds), and the schools' sociologist. Note that the project had already paid expenses for five of these participants to accompany the project director to a two-day workshop at New Mexico State University in Las Cruces in May of that year.

As a result of this workshop, the project director's aim of "decision-making ability" was amplified to "Self-determined, Realistic Decision-making Ability." The two primary emphases of this workshop were to emphasize the longitudinal thrust of career education as a developing growing awareness throughout the 12-year school span, and the immediate need for group guidance to contact and sensitize as much as possible all students at all school/grade levels in junior and senior high school to catch up with what the elementary students would be getting from their individual teachers.

Group Guidance Questionnaires were devised with the philosophy of stimulating the students to think out answers for career awareness and self-awareness aspects of their future that they would not have normally considered. These were to be given out following a group discussion from the counselors, designed in part to shock them into realization that time was growing short and they should consider these things before they were suddenly in the shock of the outside world. It was agreed that these discussions would be held in the required classes of all grade levels in order to assure contact with all students. They would be maintained in collective files for baseline and evaluation measurement use, but would remain in the counselors' offices for amplified reference in individual guidance counseling.

6. Cooperative Work-Study Program. The Senior High School Component included a work-study program of $10,000 in Part C Funds. The head of the Office Education Department had been assigned coordination of Part H Funds for work study in previous years. In view of his experience and capability in this field, and as further amplification of the project director's time-energies, the above party was solicited and agreed to coordinate the project Part G Fund work-study program. He was accordingly paid the equivalent of one month's pay for expending one month of teacher's summer vacation in the soliciting and setting up files for potential work-study stations for the forthcoming school year. We agreed that if we could get private employers to pay half the salary (80¢ out of the $1.60 per hour minimum wage), we would not only double the number of students who could take advantage of the program but also assure a more effective employer-student employee training relationship. We eventually placed a high of 48 students in this two-hour per day/10 hour per week situation. Contrary to the proposal which called for

one hour per day in a vocational education course (as in a distributive education program), our requirement met that of the Part G law which states that such students be engaged in two hours of voc-ed class per day.

The Part H fund of previous years was not forthcoming this year in that the local district was not able to provide the matching funds. A large number of Home Economics students were already employed part time in the local hospital, special education programs, the court house, etc. When the Part H funds did not come through, the project also picked up subject students at their usual student/public service employee rate of $1.00 per hour. They were still fulfilling the two-hour per day class work requirement of Part G funds.

7. The Placement Component. The proposal called for assignment of the project director as Placement Officer in addition to that of Coordinator of the other four components of the project. The proposal also stated that the Placement Service would be implemented and actively assist the graduating seniors of the Class of '72, as part of the first six-month startup prior to the implementive Year-One 1972-73. Two factors became apparent in the third month of this startup phase:

a. If the placement service was to be of value it would have to swing into action during that third-month and devote considerable time/energy to that aim in order to not only catch up with seniors yet to graduate, but also the 10% of the senior class that had completed their requirements and left school at the end of the first semester. This would detract from the time-energies required to initiate and conduct the two workshops to be conducted immediately after the close of school, the planning-production-implementation of the summer's preparation for the three pre-school teacher workshops, and the public relations activities required to secure the active assistance of civic and public service organizations. The project was still in the research-planning phase activity for the K-12 total fulfillment of the forthcoming school year.

b. If the placement service was to be of a sustaining nature following the close of the project, it would have to be conducted by a permanent, sustaining member of the school administration.

For these reasons the project director wrote a position paper stating the rationale and proposing that the requirement for the current 1972 class be eliminated, and the junior counselor of the high school be given that responsibility for the 1973 graduating class. The senior counselor already had the responsibility for placing students in college and post-graduate vocational schools. The junior counselor had been coaching two varsity sports through the 1972 school year, but was dropping those obligations for the 1972-73 school year. Since a good deal of his counseling time was taken up by these coaching activities, it was proposed that 25% of his time in the forthcoming year would be devoted to this placement service.

The position was verbally accepted by the superintendent, the high school principal, and the counselor in question.

Copies of the position paper were forwarded to the State RCU, the Dallas Regional USOE Officer, and the Washington USOE. The situation was also included in the quarterly report and a copy of the paper included as an appendix to that report. There was no response from either the State RCU or either arm of the USOE, and approval was thereby considered tacit.

It was also stated in the above paper that the project director would assist in the establishment of setting up the placement service so long as the responsibility was carried by the counselor designate. It was also verbally agreed that the above described Work-Study Coordinator would assist insofar as his usual work-study employer contacts were concerned, and would also make his work-study files available for whatever assistance they might be to permanent placement.

8. Secondary Schools Career Education Classes.

a. While beginning the fusion of career education into traditionally academic course work, it was agreed to set up one each elective course in Career Exploration and Career Development respectively in the junior and senior high schools. The first would be a full year at the ninth grade level; the second a repeating one-semester course in the high school. The first

semester was to be restricted to seniors (some of whom would be graduating at the end of the first semester), but the primary intent was that graduating seniors needed it as soon as possible. The second semester was open to all three high school grade levels.

The ninth grade Civics teacher and the high school Social Studies Department Head volunteered enthusiastically for these assignments. Each was given a collection of materials from Oklahoma, Mississippi, and Oregon, and after several conferences they each agreed to produce a lesson plan course resource volume complete with objectives and pre- and post-tests. They were asked approximately how long it would take to put these together, and they agreed that 10 full working days would suffice. They were each granted stipends of a half-month's average pay to accomplish this during the summer. Each was to also have the benefit of SRA Kits, OEK for the senior high and WORK for the junior high, after their review approval.

Both instructors found their classes to be traditionally apathetic in the beginning, with mounting enthusiasm as the personal relevance became evident. It was agreed that contrary to a normal teacher's insistence on the use of good English practices in their writing of papers and assignments, those students who wrote poorly were being sufficiently punished for that lack in their regular English classes. In a class atmosphere proposed for the opening up and honest self-appraisal of students, we desired no holding back for already-established lack of academic ability. The important criteria was to evoke an honest and realistic ability to balance against occupational and career awareness. When the students finally began to believe that freedom of expression, they became far more expressive in their written output.

b. The success of these classes, coupled with the difficulty of achieving a comprehensive background through a limited number of Counselors' Group Guidance sessions, finally resulted in sufficient "conversions" among the school administrators to acknowledge that every student should be exposed to a required course. The logistical difficulty of fulfilling it in a required manner was to make it a half-semester course

of nine weeks within the required ninth grade Civics Course and within the required eleventh grade U. S. History Course, starting with the 1973-74 school year.

As state-required courses, the project director went through the RCU Director to the State Director of Instruction to assure that we would not jeopardize either the transcripts of the students or the academic standings of the schools. We were informed that the State Board of Education required those courses of all students at those grade levels, but made no class time contingencies or subject matter objectives requirements for the courses. These are considered the ideal grade levels in that the ninth grader will be far better able to make a judicious choice of his high school curricula, and the eleventh grader will have this background to relate from as he enters his senior year planning for post-graduate school or occupational activity.

9. Project Audiovisuals. Though many publishers have many career-oriented films within their listings, only Encyclopedia Britannica Education Corporation was found to have a comprehensive collection. They had 64 films ranging in approach from lower elementary to high school/adult, along with filmstrip kits and a collection of 50 super-eight closed cassettes. Samples of all of these were previewed by members of the Career Awareness Committee and the above two secondary school career education teachers.

a. The Cassettes were specialized to individual occupations and previewed very closely with the hope that they could provide individualized reviewing by students in accordance with their interests. On preview, however, they were found to be without sound. Each contained a small teacher's guide brochure designed to guide teacher research and group discussion of the subject. The philosophy of such an individualized approach with so-called "idiot-proof" equipment is sound. The media did not fulfill it for the above reasons. This portion of the EBEC media was therefore rejected.

b. The filmstrips were primarily on an elementary level, some of them with sound, and were considered good on a self-awareness and awareness-of-others approach. The complete set was purchased for $365 and will remain with the schools.

c. The 64 films were generally rated excellent, to be used in two approaches: 1) many were directly related to the world-of-work for use in the career education classes, vocational education classes, and group guidance; 2) the balance were career-oriented but were based on subjects of distinct academic interest to classes in social studies, science, and math. This would provide an automatic fusion of the theme to those academic teachers desiring to use films in the class instruction. The 64 films, retailing for plus $12,000, were leased for the single implementive year for $2,042.89.

d. Catalogues of availability and accessibility were prepared by the project and distributed to all teachers and administrators. Six copies of descriptive teacher guide brochures were procured for each film, and the project made up bound catalogues for distribution to the school libraries so that teachers could quickly preview proposed films without having to pick blindly from title listings.

10. Library Career Cluster Fiction/Biography Index.

Taos is in a rural area, 72 miles from the state capitol, 40,000 population, and 130 miles from Albuquerque with 325,000 population. Even if the project had extensive field trip funds for exposure of students to various occupations in Albuquerque, it is still not an industrial city. If a student's interest lay in the career cluster of oceanography, he would still have another 750 miles before seeing the Pacific Ocean. As an amplification of nonfictional library and career education resources, it was felt that a fictional empathetic experience might not only substitute for an onsite explorational visit, but actually give more than many such visits might provide. I.E., even if we were to fly a student 1,500 miles to visit the auto industry in Detroit, he would still not gain the insights into what is actually involved in the many facets of the industry. Reading the novel "Wheels" by Arthur Haley not only tells him what goes on in the assembly area and the design area up into the upper level management area, but also gives him a feel for the utter boredom of an assembly line, the frustrations of an industrial design studio, and the politics of upper echelon management.

As a person's career sets his life style, so a career also has a life of its own. Will it be stimulating,

or just a job of work? Also, of importance here is to learn that even the most exotic job may have its very dull moments.

The school district has three central libraries: high school, junior high, and the 1,100-student Taos Elementary School. Following the above rationale, the project hired the three library aides, along with the assistance of six interested NYC employed students, to scan through every work of fiction, biography, and autobiography for relevant areas of empathetic occupational enlightenment. These were code-number matched to a career cluster occupational breakout furnished by the USOE. (The project took the matrices that had been developed out of the original 15 career clusters and relisted them in alphanumerical format -- for code enplacement to 3 x 5 index cards for each applicable volume.)

Following completion of the cards, each library sorted the cards into their alphanumerical order. They then retyped on mimeograph stencils, the above career cluster outline in the original outline stepping sequence, inserting the applicable title and author beneath the occupations as shown.

Each school level was thereby provided with its own index furnished to each teacher within those school levels. In this manner the teachers not only received lists of occupationally relevant books, they also received complete career cluster occupational breakout listings.

The teachers of various academic subjects were then encouraged to assign book reports and research papers to students within their proposed areas of potential career interest. So long as they are assigning book reports and research papers anyway, why not make them assignments within a relevant area of career interest. It was also pointed out as a matter of teacher sensitization, to be passed on as a method student sensitization, that if the reading of such a book resulted in a student's negative attitude toward that particular career -- it was still a positive step forward in the elimination process required to find the right career.

11. The Workshop Teacher Guides. Teacher workshops were to be conducted at each of the three school levels. The primary project activity of the Summer of 1972 was the writing, production, and assembly of these guides.

All guides contained the common elements of various working papers such as reprints of Dr. Sidney P. Marland, Jr.'s "Answers about Career Education" from The American Instructor, the school district's guidance counselor philosophy developed in the counselors' workshop, and a bound-in copy of the TAOSCORE Target Model flyer. The above-cited film catalogue was organized by school level in a single catalogue listing. It was included in that form so that teachers from one level would be aware of the availability of specific subject area film in another level if they desired to use them. The complete catalogue was also common to all Workshop Guides. The Library Indices ranged from 60 pages for the Elementary Library to 120 pages for the Senior High School Library. Each level workshop guide included the index pertinent to its own level library. The elementary workshop guide also included a statement of the Curriculum-Careers Integration described in III. D. 4.above, along with a sample unit for each grade level (each elementary teacher's guide was personalized to his/her grade level), and a copy of the edited matrices prepared by the Career Awareness Committee with Mrs. Harmeson's editorial comments as originally shown for working guidance toward each teacher's potential creation of his own such matrix if desired. The elementary workshop guides also included copies of grade-personalized "Ranger Arithmetic" furnished by the local office of the USDA Forest Service. The guides were Acco-fastener bound for inclusion of further materials as might be furnished by the project office.

Copies of these guides were furnished with the July-September 1972 Quarterly Report.

12. The Summer Teacher Workshops. The primary objective and theme of the summer workshops was sensitization of the teachers to the need for integration of career education to regular class curricula, as stated in C. above -- "Basic Plan of Action."

a. There were three workshops held in the week immediately preceding the start of the 1972-73 school year. Elementary teachers met for three days; junior and senior high school teachers for one day each. All principals, assistant principals, and counselors were also asked to attend so they could be aware of what their teachers were being asked to do. Since the teachers were attending during their last week of summer vacation (on their own time), stipends in the

amount of their average daily salary were paid to them. The administrators and counselors were not paid from the project as they were already required to be back on the job two weeks before the start of school.

b. Each teacher was given a portfolio of materials, including personal copies of the USOE 5 x 8 colored cover brochure on Career Education, along with a teacher's guide as described above. The elementary teacher's guide was personalized by grade level; the secondary teachers by school level.

c. Throughout the workshops, the project director gave the welcome to each group, explaining the overall direction of the workshops, and served as moderator, introducing all participants. The only section directly led by the project director was that of the description of the workshop guides and their use.

Each workshop began with an introduction by the school principal -- in this case, three elementary principals. This served to give a tacitly understood backing and support of the project by the principals to remove any element of question in the minds of the teachers.

Each workshop ended with a statement of approval asking for support of the project, from the school's superintendent for a like understanding of his backing.

d. Following the introduction, the Olympia Research USOE film on career education was shown as a general introduction to the extent of the theme.

e. After a break, the keynote speaker was introduced, Dr. Richard Gardner from Oregon State University. The project director first met Dr. Gardner as one of the two consultants from Oregon State University at a Career Education Philosophy Workshop held for all Voc-Ed State Supervisors, some of the Department of Instruction State Supervisors, and all established career education project directors throughout the state, at a one-week retreat workshop in February, 1972. The project director further interacted with Dr. Gardner on a site visit to Oregon in May. Dr. Gardner was primarily responsible for the implementation of the Springfield, Oregon 3-year project. The CORE of TAOSCORE was taken from the theme of the Springfield

SUTOE Program, meaning Taos Careers Oriented Relevant Education. Dr. Gardner had established his capability to come in as an experienced expert with the finesse to lead teachers rather than telling them what to do in broad theoretical concepts of no concrete implementation value. He was hired as a consultant for the full five days of workshop activity.

Dr. Gardner's keynote speech for each of the three workshops was entitled: "Can We Get There from Here." On the afternoon of Day One (elementary) he gave a talk on "Resources in Career Education." On Day Two of the Elementary Workshop, he recapped the activities of Day One. On Day Three (elementary) he recapped Day Two at the start, and later gave a discussion talk on "What Good is What We Have?" At the close of each workshop, Dr. Gardner gave a summary of what had been accomplished, including a warning of the need and inevitability of evaluation for such an exemplary project, and the cooperative spirit required of the teachers. He emphasized to evaluation-conscious teachers that it would not be they but the project that would be so evaluated.

As a participatory part of each of his keynote speeches, he broke each group into sub-groups for an interactive game designed to emphasize the need for cooperation among teachers toward a common goal. Without cooperation, their working toward the achievement of a common end, the game objective could not be attained. They were not told that at the beginning of the game the effectiveness lay in their being forced to realize it for themselves. This was recapped back to them as an example of how they must all pull together in order to achieve a goal as broad as career education.

f. During each workshop, the project director took time to thumb through the Workshop Teacher Guides in order to explain to the teachers the film catalogue, and the availability and accessibility of the films as described in Section 8 above, along with the nature and purpose of the Library Career Cluster Fiction Bibliography as described in Section 9 above.

g. During the Elementary Teacher Workshops the following other activities took place:

1. On Day Two of the Elementary Workshop Mr. Jerry Miller, recently appointed RCU Director; Mr. Richard Harmeson, Assistant RCU

Director who had given primary state direction to the project thus far; and Mr. Bill Darnell, newly appointed State Coordinator for Career Education -- came to Taos to give a panel discussion and to respond to questions on the theme of "What Has Been Done, and How It Can Be Used." These gentlemen could only stay for the morning, but their panel was well received. It served to emphasize the matter of state involvement and backing to the project. They were also able to point out that Taos was getting a one-year head start on the State Board of Education's mandate that career education would be implemented in all elementary schools for the school year of 1973-74.

2. Mr. Eddie Martinez, local director of the State Employment Security Commission, gave a talk on the economics of Taos County and the distinct need for a complete program of career education in the schools. He also emphasized the need for starting in the elementary grades in order to establish a positive attitude toward preparation for the World-of-Work.

3. Mr. Glen Crane, Special Education Counselor from the New Mexico Hagerman-Dexter School District, made two videotape presentations of an outstandingly successful career education activity that had been conducted by a sixth grade teacher, and responded to pertinent questions. The teachers were broken into two groups of manageable size. Mr. Crane was paid as a one day consultant for his time and trip expenses.

4. Dr. Gardner alternated with the other group to present his discussion of "Resources in Career Education."

5. The elementary group was introduced to the concept of the Curriculum-Careers Integration Matrix by the project director, and was then broken into grade-level groups for in-depth discussions of the materials proposed and projected. These groups were led by members of the Career Awareness Committee.

6. The elementary group was again broken into sub-groups consisting of Grades 1 and 2, 3 and 4, and 5 and 6 for demonstrations of the use of the

SRA Kit materials that would be made available to them. These demonstration-discussion groups were again led by members of the Career Awareness Committee.

7. One of the recurring questions throughout the elementary teacher group discussions was the availability of supplementary funds for exploratory field trips and classroom project materials. The project director's response to this was always negative. Since this was to be an implementive one-year pilot project, the introduction of additional funds for these purposes would set up a false operational basis and lead to false successes that could not be repeated once the project funds were dropped. The teachers and children for the current year would be raised to a false high, only to be severely dropped in the following year on return to normal operating budget. It would be up to the teachers to work these matters out with their normal operating funds and creative ingenuity. This was a difficult concept to put across. Many of the teachers felt that they could not accomplish the desired results without added financial assistance. Even when it was pointed out that this was not a one-year project but rather the start of a 12-year process without the prospect of continuing operational funding, a number of teachers felt they had little chance for success on that basis.

During the second semester of the implementation year, this question arose again many times from a number of teachers who felt the project monies might be better spent by merely parceling it out among the teachers for their own disposition. They felt that the workshops had not been of justifiable financial value, and the monies could have been better spent at the individual teacher's discretion. It was observed and pointed out, however, that these very teachers who were complaining about the misuse of money for workshops instead of classroom use were, in fact, fulfilling the aims of career education in their classrooms without those extra classroom monies, purely as a result of the sensitization received from the workshops, and the project materials furnished to them. As an observation on the personality reactions of teachers as distinctly human beings convinced of their own opinions, this small segment of demanding teachers were still unable to understand that they were successfully performing projected aims from the bases of their individual sensitization to the need as given to them in the workshops.

h. In addition to the above-shown common elements of all the workshops, both the Junior and Senior High School Workshops also included:

1) A description of the newly established elective classes in career education, each presented by the teachers of those classes.

2) A description of the rationale, procedures, and logistics of the Group Guidance sessions to be conducted by the counselors, presented by the Senior Counselor of each school.

g. As a state pilot project it is also to be noted that 26 guests registered for various sessions from various school districts throughout the state. There was no charge for their attendance, and sufficient extra teacher guides were available for them to take back to their own school districts.

i. Survey reaction forms (anonymous) given to all participants at the close of their individual workshops indicated approximately 60% completely in favor of implementing career education, 35% partially in favor, and 5% negative. The exact breakout of each workshop is shown in the quarterly report pertaining to that period.

IV. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

A. The TAOSCORE Model of Careers Oriented Relevant Education proposed for fulfillment of the four career life roles of occupation, family, leisure, and community.

B. The Twelve-year Career Education Process Model as a less abstract statement of implementation of Career Education in Taos.

C. The three comprehensive Workshop Teacher Guides described in III. D. 10. and 11. above.

D. The first-draft, field testing text of the Curriculum-Careers Integration Teachers Guides for all six elementary grades across the four primary curriculum areas.

E. The counselor's workshop resolution of the establishment of the basic goal of developing within each student a "self-determined, realistic decision-making ability."

F. Subjective pre- and post-test instruments for all elementary students.

G. The Peer-Tutor Language Arts step-by-step process of utilizing slow readers of the upper grades to help themselves through helping slow readers of the lower grades.

H. A one-year elective Career Exploration Course in the Taos Junior High School. This will be revised next year to a nine-week segment to be given to all ninth graders as part of the required Civics Course.

I. A one-semester elective Career Development Course in the Senior High School. This will be revised next year to a nine-week segment to be given all eleventh graders as part of the required U. S. History Course.

J. Three Library Career Cluster Fiction/Biography Indices, for the three school levels, for use in supplemental reading assignments for empathetic occupation and career learning experiences.

K. Group Guidance Programs for 100% of the secondary school students conducted by the guidance counselors. These are expected to be replaced next year by the in-depth career education courses described in H. and I. above.

L. A cooperative work-study program for 65 out of the 125 high school students who leave school during the school day for on-the-job work-study. This is approximately 17% of the student body.

M. The startup establishment of a placement service for graduating or dropout students. Approximately 80% of the existing students were placed at the close of the project.

N. Sufficient teacher sensitization to yield partial fusion of various aspects of career education to at least 90% of the general elementary and academic secondary classes.

O. A sustaining positive attitude toward the value and benefits of career education to assure its continued implementation throughout the school system.

V. EVALUATION

See Dr. James Hale's Evaluation Report attached.

VI. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Many observed conclusions are discussed in the above Part III, however, the following points stand out as conclusions with their future implications and recommended needs to sustain and strengthen the broad structure of career education that has been established.

A. Sensitization to the Need

The success of the project is considered primarily due to recognition that the teachers are the only individuals who can accomplish career education, and they must be allowed to do it in their own way; e.g., from the individualized approach of each teacher's unique background of living and exposure to the world of work. The objectives of career education cannot be achieved solely by mandate, or by stating that all teachers shall follow a single established method. The most important factor in achieving this was the deliberate sensitization of the teachers to the need. Even though some teachers were not at all convinced of the need for career education at the close of the workshops, the fact that they began slanting their approach to the fulfillment of career education indicates at least a subliminal sensitization that proved almost as effective as deliberate enthusiasm for the objectives.

B. The Library Career Cluster Reference Index

1. Despite the logic set up for the use of career-oriented fiction, biography, and autobiography, the school librarians indicated that they had perceived very little use of this source of empathetic experience. They reported a considerable number of students coming in to request nonfiction books for specific careers and occupations, which were, of course, cross-indexed in the regular card catalogue. When they asked students about the use of the index, the students responded that their teachers had specified nonfiction books for factural data only. This appears to be an indication that the teachers did not respond to the logic of empathetic experience exploration. The project director uses the conditional form because every teacher had his own copy of the index and some of them might have had their students refer to the classroom list before going to the library. The lack of specific record keeping on this matter denies a pragmatic conclusion. We are therefore left with the subjective conclusion that teachers did not make much use of this list.

2. On this particular point the project director is still convinced that a dramatic, empathetic experience that pulls the reader into projected involvement with the occupation, is still our primary resource to substitute hands-on, involvement activity. As stated in the rationale in Part III, even if the student was to experience hands-on in a comprehensive vocational education facility, or a few days on the actual job in question, he would still not have the full feel for what it is actually like to hold such a job as a full time, family supporting occupation.

It is especially difficult to understand the teachers' attitudes on this since it is difficult to find anyone with a college degree who hasn't been caught up at least once in an exciting dramatic involvement with a fictional character. Were the project to continue, the director would continue to seek out some manner to get this point across to the teachers. At this point, the project director is considering writing a course prospectus on the subject, and soliciting some college to include such a course in the rapidly developing curriculum on career education. The project director fully intends to write a paper for publication on this subject.

C. The Placement Service

1. The rationale for changing the proposed manner of implementing a high school placement service was considered sound by all who reviewed it. Yet the proposed fulfillment did not take place.

The implication here is that when presenting it to all concerned, the counselor to whom the job was to be assigned nodded his head as a construct answer without fully comprehending what was requested of him. When he was relieved of his coaching duties, thereby making the extra time available, his principal appeared fully cognizant of the commitment being made. The counselor was not loaded with extra duties to take up the extra amount of time available. The only conclusion is that Parkinson's Law took effect to fill up that relieved time with further ramifications of traditional counseling activities.

When it became apparent to the project director that the job was not being followed through, it was already well into spring of the implemental year. The

project director attempted to back-pedal into surveys of students yet to be placed. A total matrix list of all seniors was prepared, the matrix being checkoff columns of all potential options. As a credit to the students, to the guidance counselors in fulfillment of normal guidance methods (including the counselor in question), approximately 210 of the 260 students were placed in some post graduate activity. This is a rough 80% (note that we are not even able to accurately complete our records on this point). It does not come sufficiently close to the 100% mark to in any way satisfy the standards of the project director. For the intent of this proposal, the placement center was never truly implemented.

It will be noted that the cost transportability of this factor shows no charges other than its percentage of the in-kind overhead involved. It does not include direct project administration overhead.

2. It is strongly recommended for the forthcoming 1973-74 school year that a survey form of future plans be required (not requested but required) of every senior in the month of September. The counselors are familiar with all the seniors. Those who are obviously college bound can be put to one side while they make their decisions and submit their applications with the assistance of the counselors. Those who are not obviously headed in a specific direction should be scheduled for interviews in the immediate future for comprehensive testing and occupational exploration dialogues. Those who desire to go on to vocational technical schools, if their aptitudes so indicate, should submit applications early. Such applications for schools not served by the local buses should also include exploration into financial and living contingencies. It was learned in May that a number of unplaced students had submitted applications, or were still planning to submit such applications, and were vaguely hoping that some financial resource would make itself available -- if they were accepted. It is a hard job, requiring a comprehensive effort on the part of the individual accepting it. It was this realization in the early stages of the project that caused the project director to seek out someone who could give it sufficient time.

D. Teacher Stipends for Career Education Activity

1. The matter of stipends for the participation in summer workshops for teachers and counselors during their summer vacation is a very necessary expenditure.

Why else should a teacher give up his summer vacation, or lose money on his summer job, if he is not so recompensed? The twelve-month salary is merely a proration of the nine-month work year.

The stipends were justifiable in the same manner for the secondary teachers who put in two weeks of their own time to prepare for their new career education courses, and for the work-study coordinator who put in a month of his own time to solicit placement positions.

2. The matter of stipends of in-service type activities such as the Career Awareness Committee, or the extra time expended in monitoring the activities of the work-study students, is questionable. Though the teachers involved volunteered for the jobs, their attitudes were primarily based on "what should be do now?" Some of them went out of their way to initiate activities and act as liaison to the other teachers, but a large percentage were merely there to put in their time at scheduled meetings for the stipends. The enthusiasm required of such positions was lacking. In many instances they earned their stipends by affording the project director the benefit of their consultative advice -- but it stopped there.

E. The Cooperative Work-Study Program

This was a very successful component, utilizing the philosophy to have the participating employers pay half the salary -- not only to double the number of students who could take part, but almost more importantly assuring the training interest of the employer. Under the Part H funds used in the past, the employer merely took advantage of the free labor. Under this use of the Part G funds, the employers first interviewed the students applying for the positions, often declining several applicants before accepting the right one. That was a good lesson in the world-of-work in its own right.

Where former Part H fund students were picked up by the project to compensate for the lack of that fund, a public service was performed and the students still gained

a good deal of outside work employment even though it was not as comprehensive.

2. The only criticism the project director has for this component was the prevalent attitude that a certain student should be given such a parttime job because "he or his family needs the money." The project director has much compassion for that type of situation, as does the school administration, and that is why just as many students were working parttime during early afternoon hours outside of the work-study program as were working within the work-study program. It is noted, however, that considerable pressure was placed on both the work-study coordinator and the project director to place and pay students who were not enrolled in the required two-hour vocational education courses. This is considered a syndrome of an economically depressed community largely dependent upon federal project incomes. The factor of a desired learning experience was largely ignored by those seeking such relief.

3. If Part G and H Funds are not made available for the work-study program in the forthcoming school year, it is strongly recommended that the same employers be again approached. If parttime work-study students cannot be employed for half-pay, the successful experience of this past year should make it of value for full pay. Note that the project paid 80¢ per hour as one half of the minimum wage law. The law does, however, except teenage students from this requirement if a school learning situation is involved. Such employers would only have to pay $1.00 per hour, or 25% more for the same benefits. In the project director's talks to local businessmen's civic groups, this prospect was pointed out to them. They are somewhat prepared for such a contingency. If the work-study coordinator presumes that no funded support means no work-study jobs, there will be none. If he goes out and actively solicits them again (the basic survey was already completed last summer and merely requires updating), it is estimated that the majority of last year's jobs will still be available during the forthcoming school year. This is a very vital point of community participation in the schools.

F. Teacher Achievement Dissemination vs. Fear of Evaluation

In addition to the Curriculum-Careers Integration Guides, containing proposed elementary classroom activities to fulfill curriculum with career and self-awareness objectives, the project director expressed a desire to collect any successful local teacher

ideas in a dissemination format for the use of other local teachers. The project director posed this to the Career Awareness Committee, presuming that the ideas would include the innovating teacher's name in order that: a) the director could seek any needed clarification, perhaps even photographs, to make the information more usable to other teachers; b) other teachers could contact the innovating teacher for any further clarification they might need; c) positive reinforcement would be automatically given to the innovating teacher among his peers; and d) as an exemplary program we owed the rest of the country the dissemination of both the positive and negative results of our work.

The logic was met with considerable negative input from the majority and most vocal of the committee members on two primary points: a) if teachers were asked to put their names on the proposed survey forms, they would automatically consider it an evaluative device; and, b) if the ideas were internally published bearing specific teachers' names, there would be a tacit inference that the rest of the teachers were not attempting any innovative ideas.

A compromise was finally made whereby a line would be shown for a teacher's name if he so desired to include it, but the name would not be asked for. As predicted by the committee, many of the survey forms were returned without names, or cooperating principals who collected the forms would have to go after teachers who "never seemed to get around to completing the forms," and many teachers noted on their forms that if they didn't have so much of this paperwork to perform they could pay more attention to teaching (this type of reaction was so prevalent that the director only tried four times to secure the completion of such one-page forms). The teachers may well have been objecting to completing these forms in addition to all the other paperwork they had, but they too often acted as though the project was asking for too much paperwork.

Despite the inclusion of notes and memos to the contrary, one of which actually stated that this could not be considered evaluative as there were no observable and measurable objectives available on which to so evaluate, a large percentage of the teachers appeared to complete these forms with a feeling of resentment. Some of the teachers who were known to be doing some of the most innovative projects objected to this device. Obviously, many of the teachers expressed no resentment whatsoever and completed the forms in good grace.

G. The Curriculum-Careers Integration Guide

This addition to the original proposal proved to be a most worthwhile work. As the first field-testing draft, it was well-written, original, and innovative. The author agreed to furnish the manuscript two months ahead of the teachers' schedules, in four phases. The manuscript was received on schedule, but the backlog of work at the state printers' office generally made it available to the teachers just a few weeks prior to proposed use. Many of the teachers culled it for substitutive ideas to their already existing lesson plans. Many of the teachers ignored it. Of those who ignored it, an oft-cited defense mechanism was that the ideas just weren't applicable to the Taos Schools working environment. Other teachers were perceptive enough to block the response of the dissenters, pointing out that the activity objectives were there to be utilized with any type of activity the teacher might prefer to use. Since this is a national exemplary project, the project director was finally forced to ask if they had ever utilized any textbook or guide personalized exclusively for Taos. Every other textbook they use is designed for broad use, modified to their individual use.

It is recommended that small in-service meetings, no larger than all the district teachers of a single elementary grade level (9-11), be held for deliberate planning use of this work. It not only presents curriculum-correlated ideas across the four primary subject areas by grade level, but it presents them in a growth development context proceeding from one grade level to the next across the six grades. It is presumed, as the project director continually pointed out, that each teacher would conduct activities that would be compatible with his own personal background. Every teacher must teach from the context of himself. Now that the work is complete and in-hand, the above in-service training can take place. As a mandated elementary school activity this work furnished the teacher with ready-made lesson plans to modify at will.

H. Secondary School Career Education Courses

It is a credit to the foresight of the junior and senior high school principals and their social studies department heads that they are initiating nine-week segments of career education in the ninth grade civics and the eleventh grade U. S. History Courses. Some of the teachers involved feel rather parochial about fulfillment of their academic responsibilities to the course subject matter. In so doing, they ignore the total lack of course content objectives required to complete the subject matter. Their reactions are purely subjective. They ignore the question of what the student is to do with the material taught if he cannot cope with the outside world of living. Some parents may react with the same narrow perspective.

It is recommended that the total school administration above the principals give their strongest support to the fulfillment of these mini-courses. Such support is already positive (as a credit to the upper administration), the project director only points out that the support should always be positive and publicly vocal if necessary. The achievement of these courses, especially in these early phases before the exposed elementary students move into the secondary level, is considered of utmost importance to the students as the ultimate concern of the project.

I. In-Service Meetings

It is recommended that in addition to the general school in-service meetings that always precede the school year, a number of small career education in-service meetings be scheduled for attendance by teachers with parallel interest; i.e., all teachers of a single elementary grade level, and all teachers of a single secondary school department. Some should be conducted by the Director of Instruction, some by school principals, and some perhaps by department heads. These should be small in attendance so that teacher interaction can be encouraged. They should be encouraged to challenge where they don't understand or hold divergent views, in order to achieve positive growth. If they are not encouraged to interact and argue with each other or the moderator, if they are not truly participatory meetings, they will revert to the deadly waste of time that results only in the construct nodding of heads in agreement with whatever the moderator has to say. Such meetings have only negative effect, rather than the positive effect for which the meeting was called. It is also pointed out that a series of several short meetings on single discussion topics is of far more value (immediate and long-range), than one or two long meetings that attempt to cover many subjects in a single session.

The following is a list of career education subjects that should be so discussed in order to intensify their understanding and use.

1. Continued sensitization to the need, and understanding of the longitudinal thrust across grade and school levels. Fusion to the end of intensified relevance of all course subject matter.

2. Bring the matter of potential evaluation out into the open and encourage free discussion to dispell the fears of punitive action toward the positive interchange of cooperative ideas. We can learn from each other's mistakes as well as successes.

3. Further re-explain and discuss the use of the Curriculum-Careers Integration Guide and encourage its use as described above.

4. Freely discuss the use of innovative ideas in the class. When teachers complain about the lack of operation funds (there is never enough money), encourage response from teachers who creatively overcome that obstacle from their own inner resources (not personal monies but personal ingenuity). Let the creative teachers response-block the lazy teachers, rather than presenting idealistic theory.

5. Develop a full understanding of the value of the Peer-Tutor Language Arts Program toward the bootstrap remedial reading growth of the tutor as well as the peer. It is not only of great benefit to the student, but to the teacher as well. Such a program creates considerable logistics problems in any learning environment other than a totally open classroom school. But the potential benefits are so great that once an enthusiasm is generated to secure those benefits, the teachers themselves can work out and make the logistics happen. If the principals work it out on paper and try to force it on the teachers, it will only meet with continual resistance. If the teachers fully understand it they will want it; of they want it enough, they will make it happen. This should be at least two sessions: the first for understanding totally ignoring logistics; the second after sufficient time has expired to allow the full implications to generate, to brainstorm the possibilities to secure logistical implementation.

6. Encourage the fuller understanding and possible implications for the student in the use of fiction resource media, and indexed for the various libraries. Perhaps an enthusiastic English teacher could moderate this, utilizing examples of dramatic empathy from a broad knowledge of available literature sources.

J. Sustaining Direction of Career Education

It is acknowledged that there are no operational monies for a full time director of career education. In order to keep it from reverting to a casual ad hoc drift, however, one specific administrative person should be given responsibility for outlining his specific program of continuing emphasis and implementation. If a specific schedule of in-service training, observation, and implementation is set up to be fulfilled within an acknowledged

percentage of time commitment, the program will continue to grow in value and accomplishment. It is recommended that someone of the stature of the Director of Instruction be so committed to this. It could well provide a sustaining focal point around which the rest of instructional direction could be developed.

James B. West

James B. West, Project Director

Aug. 3 1973

Date

APPENDIX A

B I B L I O G R A P H Y
SOURCE MATERIALS UTILIZED IN THE PROJECT

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The Process Program at Thurston Junior High. Springfield Public Schools, Springfield, Oregon, 1970.

Scott, Mariam H.; Georgia's Program of Education in Career Exploration at the Junior High School Level. Vocational Education Division, Georgia Department of Education, Atlanta, 1971.

Self Understanding Through Occupational Exploration. Oregon Board of Education, Salem, Oregon, June 1969.

Teacher Guides for Increasing the Vocational Awareness of Elementary School Children. Pleasant Hill School District #1, Pleasant Hill, Oregon, August, 1971.

Vocational Education: Innovations Revolutionized Career Training. National Schools Public Relation Association, 1971.

APPENDIX B

LIST OF MATERIALS DEVELOPED UNDER PROJECT

Curriculum-Careers Integration Teacher's Guide - One each, Grades One Thru Six - 600 pp.

Peer-Tutor Language Arts Guide for Elementary Teachers - 62 pp.

Workshop Teachers' Guides - Elementary
Junior High School
Senior High School
Including: Individual Library Career Cluster Indices
Career Ed Film Catalog

Counselors' Workshop Report

TAOSCORE Target Model

TAOSCORE Twelve-Year Career Education Process

Elementary School Pre- and Post-Tests

Elementary Teachers' Career Education Matrix Development Form

TAOSCORE Kick-off Speech - 23 pp.

Career Guidance Speech - 25 pp.

TAOSCORE Project Development PERT Chart - 19 pp.

Junior High School Career Exploration Course - Outline & Prospectus

Senior High School Career Development Course - Outline & Prospectus

Junior High School Career Education Group Guidance Questionnaires

Senior High School Career Education Group Guidance Questionnaires

FINAL EVALUATION REPORT

TAOSCORE

Career Education Project
Taos Municipal Schools
Taos, New Mexico

Grant No. OEG-72-0779

Prepared by
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Project Evaluator

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TABLE OF CONTENTS

PAGE

INTRODUCTION 1

SUMMARY 4

CONTEXT 6

Taos County 6

Taos Municipal School District 8

Special Factors 11

PROGRAM 13

Objectives 13

Personnel 18

Budget 19

EVALUATION 26

Design 26

Process 29

Findings 31

Elementary Component 31

Guidance and Counseling Component 51

Junior High Exploratory Experiences 58

Grades 10-12 Program Component 61

Placement Component 70

Summary 75

RECOMMENDATIONS 76

INTRODUCTION

The purpose of this Final Evaluation Report is to provide the U.S. Office of Education, New Mexico's Vocational-Technical and Adult Division of the State Department of Education, and the Taos Municipal School District an independent educational audit of TAOSCORE. TAOSCORE was established in January, 1972 as New Mexico's Career Education development, testing, and demonstration project.

A contract to provide this independent educational audit was made on February 26, 1973, during the last six-months of the project's operation. Therefore, the audit is summative. A summative evaluation is at its best like taking a series of snap-shots or still-photos of a dynamic set of activities and an attempt to bring together those disconnected views into a representative interpretation of the activities and their consequence. Obviously, the danger one risks in this type of endeavor is that a significant scene or group of scenes will not come within the evaluator's view-finder and thus be omitted from the final analysis. However, an attempt was made to auspicate that concern in part, by soliciting feedback from the District and the Division relative to errors of commission and/or omission made by the Evaluator, in the form of an Interim Evaluation Report. Information and assessment was subsequently offered by the Project Director and included in this final report.

The format of this report follows the suggestions given in U.S.O.E.'s document "Preparing Evaluation Reports: A Guide for Authors" (OE-10065). The

evaluation design is a three-dimensional educational program audit matrix developed by the Evaluator in 1968 for both summative and formative educational program evaluations. Only the summative aspects of the matrix were used to assess TAOSCORE.

The Evaluator is indebted to Dr. Jerry Miller, Director of the Vocational Division's Research Coordinating Unit for his cooperation and assistance throughout the evaluation. Mr. Orlando Ortiz, Superintendent of Schools, Taos Municipal School District, made the evaluation team feel welcome during their data gathering activities in the district and further directed that the professional staff of the school district cooperate fully with the Evaluator and his Associates. Mr. Paul Shelford, Jr., Project Director of TAOSCORE cooperated in an exceptional manner both by responding positively to requests for data and by initiating suggestions and providing materials that he felt might assist the process. Also, the evaluation team found teachers and principals to be most cooperative in their responses to interview questions.

It was obvious to the evaluation team that many teachers, counselors, and administrators like the career education thrusts being made and were eager to discuss their activities. However, there were also indications that in some instances the programmatic thrusts were merely superficial. Several reasons for that seemingly lack of initiative on the part of some professional personnel will be offered.

The Context and Program sections of this report are rather brief. That is as it should be since this is a report of the educational audit -- a summative evaluation. The Evaluation sections on Design and Processes are also brief, almost in outline form. The Findings section however, is rather extensive in its scope and some elements more penetrating in their depth. Unlike a summary

report which only explains who-did-what-with-whom-and-when, the summative evaluation further attempts to determine "to what effect".

TAOSCORE, like other curriculum development, testing, and demonstration projects, was not structured as an experimental or quasi-experimental research design. The thrust of TAOSCORE was not to initiate a discrete curriculum component and to test student cognitive changes relative thereto; but to confound the current curriculum and instructional practices by integrating Career Education curricular concepts and instructional strategies.

Finally, this evaluation is not obligated to assess the curriculum development project initiated asa result of some early findings of TAOSCORE research and development activities. That activity did however affect this evaluation and is mentioned as the need for clarity necessitates.

SUMMARY

TAOSCORE was New Mexico's Career Education development, testing, and demonstration project. The four project objectives were (1) to develop and implement an elementary school program designed to increase career awareness, (2) to improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high school students, (3) to provide job preparation in occupational areas for grades 10 through 12 with special emphasis on the utilization of work experiences and cooperative education opportunities, and (4) to establish a placement service to insure the placement of all existing students in a job, a post-secondary occupational program, or a baccalaureate program.

The project operated in the Taos Municipal School District. Taos is a northern New Mexico city of approximately 11,000 residents. The median family income for Taos County in 1971 was estimated at $3,117 with over 48 percent of the households receiving incomes of less than $3,000. Professional employees of the school district are among the upper-income households. The primary industry in Taos is tourism which contributes to seasonal high unemployment rates among a non-mobile work force. The school district's 3,073 students in average daily membership are ethnically distributed similar to the total district population -- 82 percent Spanish surnamed, 4 percent Indian and 14 percent Other.

The program objectives are more broad in scope than in depth. The elementary component seemed to experience the most intense efforts with the results assessed to range from high quality to superficial. Likewise, the guidance and counseling component was found to be operating as intended at some schools while

almost inoperative at others. The secondary program highlight was one career education class -- the results of a creative teacher. No impact of the project was determined upon the existing work-study program beyond student salaries.

The findings led to the recommendation that the program not be refunded by the State or Federal governments. Several of the initiatives gained by the project were significant, but the marginal productivity to be gained during the next two years seems best provided through "in-house" services. A highly productive investment could be made by the State and/or Federal governments in the form of career education materials. The paucity of instructional supplies, equipment and materials in the Taos Municipal School District was found to be disfunctional for all instructional programs, although TAOSCORE made a significant contribution in that regard.

Finally, the Project Director has done an excellent job of putting together some rather nebulous notions into a field testable model. His experience and competence should not be lost to the Career Education thrusts. The model testing however, should be programmed over a three-year time period in three distinct phases addressed at one component(a school level being a component) each year. A team of three persons with specialities in (1) planning, (2) curriculum development, and (3) curriculum change strategies should be formed to make that test. These persons should work six months ahead of implementation dates.

CONTEXT

Taos County

Taos County is located in northern New Mexico bordered by the State of Colorado on the north, Rio Arriba County on the west, Colfax County on the east, and Mora County to the south. Bisected by the Rio Grande River, approximately 40 percent of mountainous Taos County is in the Carson National Forest. Located in the Sangre de Cristo Mountains, Taos Valley, Red River, and Sipapu provide excellent winter skiing while state and private campgrounds afford opportunities for cool summer camping and hiking in wilderness areas. For the archeologist, amatuer or professional, the area around Tres Piedras is marked with ancient Indian ruins while the Rio Grande Valley dates Spanish explorers prior to the settlement of Jamestown Colony .

Taos County ranked 15th among the 32 counties in total population for 1970, showing an increase of approximately 10 percent for the decade between 1960 and 1970. The 1972 population has been estimated to be about 18,000 persons (see Table A, Figure 1). Only Rio Arriba County has more population than Taos County when compared to bordering neighbors. However, Taos County households were estimated to have had a median income of only $3,117 which is less than one-half of the State Average and only greater than Mora County when compared to It's neighbors.

Over 48 percent of the households in Taos County received less than $3,000 income for 1971. Again, only Mora County residents, were found to be more impoverished while only Colfax County households show economic strength approaching the State Average.

Table A -- Population and Median Household Income

COUNTY	POPULATION (000)	MEDIAN INCOME PER HOUSEHOLD
Colfax	11.9	$6,045
Mora	4.6	2,005
Rio Arriba	25.5	3,784
TAOS	18.2	3,117
Region Average	15.1	3,738
State	1,035.5 (total)	6,998 (Average)

Table B -- Income Distribution; Percent of Households by Income Level (1971)

COUNTY	A	B	C	D	E	F
Colfax	24.4	16.7	25.0	12.5	13.2	8.2
Mora	64.5	18.2	10.9	3.1	2.2	1.1
Rio Arriba	42.5	17.7	20.3	7.1	7.7	4.7
TAOS	48.4	21.5	17.4	5.3	3.9	3.5
State	20.4	14.0	23.7	13.9	16.0	12.0

A = 0 - 2,999
B = 3,000 - 4,999
C = 5,000 - 7,999
D = 8,000 - 9,999
E = 10,000 - 14,999
F = 15,000 - over

Data Source: Sales Management, July 10, 1972.

Figure 1 -- TAOS and Neighboring New Mexico Counties

The economy of Taos County is based primarily in the service industries catering to both summer and winter tourism. The 1972 civilian work-force was estimated[1] by The University of New Mexico's Bureau of Business Research to be 5,727. It was further estimated that 11.9 percent of those persons were unemployed. Although the county ranks 11th among the state's 32 counties in irrigated cropland, less than 310 persons were employed in agricultural activities on an estimated 41,000 acres of farmland. Government employees, especially the school's, are among the highest income households in Taos County.

Taos Municipal School District

The City of Taos is the largest municipality in Taos County and is the county-seat-of-government. Approximately 45 percent of the county population is located in the city and about 60 percent of the county population lives in the school district. Approximately 82 percent of the school district population is Spanish surnamed, 4 percent Indian, and 14 percent represent other racial groups. The city enjoys a long history of resident artists; painters, sculptors, and writers have, since the turn of the century, found the quiet, simple-life of Taos' tri-culture to provide an atmosphere conducive to their creative work.

The Taos Municipal School District's student population in fiscal year 1972 was less than one-half of 1 percent greater than fiscal year 1971. The 3,073 students in average daily membership (ADM) were housed in 5 elementary schools, 1 junior high school and 1 senior high school. The student populations were estimated by the U. S. Office of Education's Office of Civil Rights to be about the same ethnic distribution as the school district's total population. The teacher populations however, were estimated by that authority to be 67.0 percent

[1] NEW MEXICO BUSINESS, v. 26 (January/February, 1973). Telephone information B.B.R.

Spanish surnamed (compared to 82 percent students), 0.0 percent Indian (compared to 4.6 percent students), and 33.0 percent Other (compared to 13.4 percent students). State-wide, New Mexico public elementary and secondary students are about 38.9 percent Spanish surnamed, 6.8 percent Indian, 3.0 percent Negro and 51.3 percent other racial groups.

Figure 2 illustrates the location of the Taos Municipal School District and bordering school districts. Table C of Figure 2 compares the enrollments and revenues of the selected regional school districts for fiscal 1972. The Taos School District is second only to Espanola in having the least total dollars per pupil available for operational purposes. Since the state's capital outlay assistance program was first initiated for 1972-73 and because of the low property value in the school district, the general condition of school facilities ranges from good to bad. The senior high school is a modern, well equipped plant and there are some modern buildings at elementary sites; yet the junior high school and elementary buildings housing the largest number of students are from another era. The community seems to have done well with the limited resources available, only through a state support program will needed modernization of facilities be fully realized. Finally, like other New Mexico school districts, Taos Municipal School District is highly dependent upon the state for educational revenue, and until state revenue is distributed on a program-need basis rather than a per pupil basis impoverished school districts like Taos have little prospect for curriculum reform both in scope and in depth.

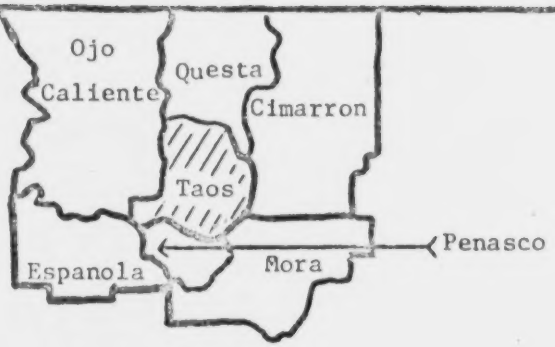


Table C -- Enrollment and School District Revenue

SCHOOL DISTRICT	ENROLLMENT 1971-72ADM	LOCAL- COUNTY	-REVENUE PER PUPIL BY SOURCE- STATE	FEDERAL	TOTAL
Cimarron	461	$124	$642	$4	$770
Española	6,089	44	527	59	630
Mora	1,126	61	688	24	773
Ojo Caliente	642	108	652	32	792
Penasco	856	68	793	72	933
Questa	1,053	129	560	14	703
TAOS	3,073	97	530	51	678
Region Average	1,900	90	642	37	769
State	277,596	$209	$520	$145	$ 874

Figure 2 -- TAOS and Neighboring School Districts

Special Factors

The unemployment rate of 6.1 percent cited earlier is somewhat misleading in that most employment stations in Taos are service related occupations. Therefore, the seasonal admustments in employment are quite substantial by creating conditions of high unemployment for a significant percent of the work force during the late Fall and Spring seasons. An unscheduled interview with a Taos youth dressed in Navy uniform on a San Francisco bound airline probably best typlifies the feelings of many young people. He said, "I don't have any training (meaning vocational) and even if I did there are no jobs in Taos."

The State Department of Education has estimated that 70 percent of the high school graduates do not seek additional training. The school district administration has, in recent years, successfully developed a shared-time program for high school seniors in which they are bussed to the El Rito Area Vocational School for special training on a part-time basis while completing their high school studies. Recent efforts have also included a few 11th grade students. Also, the Work-Study program is very popular among students at Taos High School and the Coordinator of that program reported during an interview that more students could be employed on a part-time basis. The cooperation of the school faculty to adjust individual student's academic schedule to accommodate the student's part-time work schedule has become a matter of form.

There is no contradiction in the large number of part-time employment opportunities for students and the high unemployment rate in the county. Many adults in Taos are underemployed due in part to seasonal adjustments in the service industries and further attested by the fact that over 48 percent of the households have incomes of less than $3,000 per year. Therefore, the

Vocational Division of the State Department of Education saw this demonstration, testing, and development site for Career Education as one which would enable students to gain a wider perspective about vocations, including training requirements, experiences, and mobility patterns found among the various occupations. TAOSCORE is a new Career Education demonstration project.

Finally, there was general community support for the TAOSCORE project objectives. The community is acutely aware of it's poverty conditions and the employment and vocational training needs of it's youth. However, it was felt by some in the community that a member of the community should be appointed to the position of Project Director. On the other hand, the Vocational Division of the State Department of Education did not find among the community applicants a person who, in their opinion, could implement and operationalize the project objectives. Therefore, the Division selected an "outsider" for the position of Project Director causing some consternation among some members of the communtiy. Yet, even under those politically adverse conditions, the school district dminis-tration was resolute in it's support of the Project Director and his management competence and dedication to youth soon won the respect of many who were initially critical of his selection.

PROGRAM

Objectives

TAOSCORE was designed to operationalize four specific thrusts of Career Education as a demonstration and testing model for New Mexico. The thrusts were identified in the program porposal as intentions:

(1) to develop and implement an elementary school program designed to increase career awareness;

(2) to improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high students;

(3) to provide job preparation in occupational areas for grades 10 through 12 with special emphasis on the utilization of work experiences and cooperative educational opportunities; and

(4) to establish a placement service to insure the placement of all existing students in a job, a post-secondary occupational program, or a baccalaureate program.

The scope of work was divided into four components -- Elementary School Component, Guidance and Counseling Component, Programs at Grade Levels 10 through 12, and Placement Component. Each of the components was designed to operationalize three or more general and/or specific activities to meet the proposed programmatic objectives. Those expressed specifications for each of the components are given below as program dimensions. All components of the project were to be designed in a manner such that emphasis would be given to careful measurement of student outcomes in relation to the treatments attempted and to provide revisions where indicated. It was further declared that speicalists from the State Research Coordinating Unit (RCU) would provide assistance as needed to develop assessment techniques and program procedures to assure quality control. Finally, the project

activities were intended to cut across all educational experiences of students.

The duration of the demonstration and testing project was for the 18 months period from January 1, 1972 to June 30, 1973.

Dimensions

The general and/or specific activities mentioned in the project proposal designed to meet the four thrusts are as follows:

Elementary Component

1. Hire Career Awareness Coordinator January 1, 1972.
2. Early 1972 will:
   - (a) search research-related literature on career education,
   - (b) identify ongoing elementary career education projects,
   - (c) identify promising approaches, techniques and materials,
   - (d) select committee of 6 teachers; one from each grade level (1-6), and
   - (e) committee in (d) to:
     - (1) develop curriculum revisions to incorporate career awareness in elementary grades,
     - (2) experiment (Spring '72) with a variety of techniques and materials, and
     - (3) work full-time (July '72) to structure complete career education program (K-6).
3. Hold in-service workshop for elementary teachers devoted to career education (Aug '72). Presentations to include specific techniques to be used at each grade level during September, October and November.
4. Provide in-service assistance as needed to train teachers.
5. Provide for periodical in-service workshops for teacher training.
6. All five elementary schools will operate a career education program during the '72-'73 school year.
7. Pre and post tests will be used to assess the effectiveness of various treatments in terms of student outcomes.
8. Analysis of outcomes will be made at the end of the school year and recommendations made for revisions and refinements in subsequent years.

Guidance and Counseling Component

1. August 1972 -- part-time counselor will be employed for service at the elementary shcool level.

2. During August 1972 all Counselors of the school district will be provided 3 weeks of intensive training to include:

   (a) familiarization with career development theory,
   (b) opportunities to explore the world of work and to gain appreciation for the dignity of work at whatever level, and
   (c) orientation to responsibility of school to place students in job, post-secondary training, or baccalaureate programs.

3. The in-service activities (including #2 above) are to be planned and operated with assistance from the State Department of Education and University of New Mexico consultants.

4. During the 1972-73 school year counselors will carry-on complete and articulated model program of guidance and counseling at all grade levels (K-12). Model characteristics include:

   (a) based on systems concepts -- evaluation and change processes in education,
   (b) defined guidance criteria in terms of student behavior objectives,
   (c) stress program objectives which are possible within resources of participating schools, and
   (d) provide corrective feedback based on evaluation of achievements of the program.

5. At the end of 1972-73 school year results will be analyzed and recommendations made for revisions and refinements.

Grades 10-12 Program Component

1. August 1972 -- Director and Work Study Coordinator will locate employment stations for students enrolled in vocational-work-experience or cooperative programs. (Criteria: 1 hour related classroom experience and 1/2 school-day for employment.)

2. Hold 3-days in-service programs, planned and operated by Director and S.D.E. staff to involve:

   (a) community business persons, and
   (b) high school staff.

3. Model

   1. Objectives

      (a) 100% employment
      (b) career identification
      (c) community involvement

   2. Evaluation

   3. Feedback

   4. Revisions and Refinement

Placement Component

1. Establish placement services at the senior high school.
2. Placement officer (Project Director) to:
    (a) work with counselors, cooperative education coordinators, vocational teachers and Employment Security Agency.
3. Survey local employers (January - June) for employment of part-time, drop-outs and graduates.
4. To maintain a current file of job opportunities.
5. In June 1972 efforts will be made to insure placement of graduates in jobs or further education programs.
6. Assist students wanting summer work.
7. Refine procedures (based upon experience) for 1972-73 school year.
8. Based upon experience and follow-through information, recommendations for revisions and improvements in ongoing education programs will be made.

Personnel

Under the supervision of the State Director of Vocational Education, the Research Coordinating Unit was responsible for the project administration. Since the starting date of the project on January 1, 1972, Hilda Majors resigned as Director of the Research Coordinating Unit and was succeeded by Jerry Miller in that position. Also, Dick Parmeson resigned as Assistant Director of the RCU and was succeeded by Roger Laboda. Since August 1972 Mr. Miller and Mr. Laboda have had primary administrative responsibility for the project at the state level.

The on-site Project Director was Mr. Paul Shelford, Jr. Although not a resident of Taos or a member of the Taos Municipal School District staff prior to accepting the position, Mr. Shelford is a long-term resident of the State of New Mexico having spent most of the previous 20 years in metropolitan Albuquerque, 130 miles south of Taos. The Project Director lived in the Taos community throughout the duration of the project. Mr. Shelford brought considerable experience to the project in the areas of program development, program articulation, and program management.

The project's on-site secretary was the wife of the Taos Elementary School principal. Her knowledge of the community and the school district's operating procedures was a valuable asset in getting the project activities initiated smoothly. Other project-related personnel will be identified as their roles related to each of the program components.

Budget

The pages that follow are copies of the proposed budget submitted with the project proposal on October 15, 1971. Responsibility for the fiscal control of this project rested jointly with the State Department of Education's Vocational Technical & Adult Division and the Taos Municipal School District. The on-site Project Director administered the budget. Fiscal audit is the responsibility of the State government's Department of Finance and Administration for both the Division and the District.

The Project Director noted during an interview that there was some initial confusion about whether the project funds should be co-mingled with the District's general operational funds (State Chief of Public School Finance's position) or kept separate and accounted apart from the District's general fund accounting (Project Director's position). The latter position prevailed.

The primary interest of this report in the fiscal affairs of the project is limited to what extent provisions have been made to add the cost dimension to the "transportability" requirement expressed in the project proposal. That finding is reported in the Evaluation section of this report along with other findings relative to the budgeting of the project.

BUDGET FOR CAREER EDUCATION PROJECT
Period Covered: January 1, 1972 to June 30, 1973

PROJECT COMPONENT	COMPONENT TOTALS	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
A. Elementary	22,463				
1. Personnel Costs & Employee Benefits (In-Service Consultants)		7,663	1,500 (D)		500
2. Travel		2,500			500
3. Supplies & Materials		2,326	4,674 (D)		1,000
4. Communications					300
5. Services		1,000			500
SUB-TOTAL	22,463	13,489	6,174 (D)		2,800

BUDGET FOR CAREER EDUCATION PROJECT
Period Covered: January 1, 1972 to June 30, 1972

PROJECT COMPONENT	COMPONENT TOTAL	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
B. Guidance & Counseling Component	24,213				
1. Personnel Costs & Employee Benefits 1/2 cost of elementary counselor (In-Service Consultants)		6,500			3,250
2. Travel 6 counselors		2,000			500
3. Supplies & Materials		7,963			500
4. Communications					300
5. Services Testing-Scoring Duplication		3,000			200
SUB-TOTAL	24,213	19,463	-0-	-0-	4,750

BUDGET FOR CAREER EDUCATION PROJECT
Period Covered: January 1, 1972 to June 30, 1973

BUDGET CATEGORY	COMPONENT TOTAL	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
C. Programs Grade 10-12 Component	11,200				
1. Personnel Costs & Employee Benefits (In-Service Consultant)			8,000 (G)		
2. Travel			2,000 (G)		
3. Supplies & Materials					700
4. Communications					300
5. Services					200
SUB-TOTAL	11,200	-0-	10,000 (G)	-0-	1,200

BUDGET FOR CAREER EDUCATION PROJECT
Period Covered: January 1, 1972 to June 30, 1973

PROJECT COMPONENT	COMPONENT TOTAL	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
D. Placement Component	8,076				
1. Personnel Costs & Employee Benefits (In-Service Consultant & Secretarial Personnel)			3,000 (D)		2,250
2. Travel			826 (D)		500
3. Supplies & Materials					500
4. Communications					500
5. Services Statistical					500
SUB-TOTAL	8,076	-0-	3,826 (D)	-0-	4,250

BUDGET FOR CAREER EXPLORATORY PROJECT
Period Covered: January 1, 1972 to June 30, 1973

PROJECT COMPONENT	COMPONENT TOTAL	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
E. Project Administration	28,900				
1. Personnel Costs & Employee Benefits (Project Director & Secretary)		21,900			500
2. Travel		1,500			500
3. Supplies & Materials		500			
4. Communications		500			
5. Services RCU - Personnel		500		3,000	
SUB-TOTAL	28,900	24,900	-0-	3,000	1,000

BUDGET FOR CAREER EDUCATION PROJECT
Period Covered: January 1, 1972 to June 30, 1973

PROJECT COMPONENT	COMPONENT TOTAL	SUPPLEMENTAL ALLOCATION FOR VOCATIONAL R & D (FEDERAL)	PL 90-576 PARTS D & G (STATE ADMINISTERED)	STATE	LOCAL
F. Subcontract for Third Party Evaluation	2,000				
1. Evaluation Personnel* Materials (Per Diem & Travel) (Communications) (Final Report)				1,000	1,000
SUB-TOTAL	2,000	-0-	-0-	1,000	1,000
*Personnel will be well-qualified and knowledgeable in Career Education, as well as lay personnel.					
GRAND TOTAL	96,852	57,852	20,000	4,000	15,000

EVALUATION

Evaluation Design

The evaluation design was developed by the Evaluator based upon his past experiences in program evaluation. The three dimension audit matrix proposed on January 9, 1972 was developed by the evaluator in 1968 and has been utilized successfully in a variety of educational program assessments.

The evaluator applied the audit-matrix to the program proposal and to the July 25, 1972 memorandum from Sidney High which identified several evaluative dimensions required for all career education projects. The results of the evaluator's analysis of those documents produced the Career Education Program Audit submitted on January 9, 1972. Acceptance by the District, the Division and the U.S. Office of Education established the program audit matrix as the evaluation design for assessing TAOSCORE.

Following notification that the design had been approved by the three parties (District, Division, U.S.O.E.), the evaluator submitted to the Project Director a four-page analysis of the proposed program components. That "working paper" identified approximately 40 elements about which the evaluator would be seeking information to assess the program components.

The educational program audit-matrix is an evaluation design conceptualized to assess three dimensions of research and development projects. The assessment dimensions are: (1) program objectives, (2) program components, and (3) program operations. The audit-matrix utilized for assessing TAOSCORE is presented as Figure 3 and each of the assessment elements is classified under each dimension.

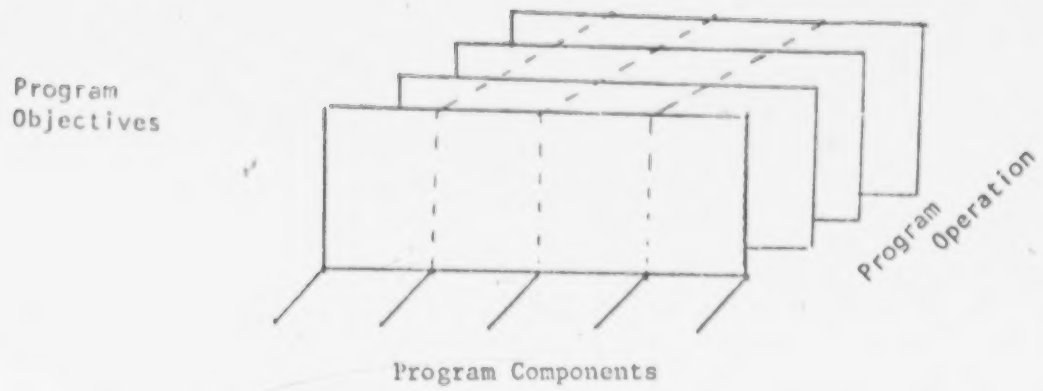


Figure 3 -- TAOSCORE Career Education Program Audit Matrix

Program Operation Assessment

(a) Effectiveness of Administration

(b) Supervision

(c) Organization

(d) Materials

(e) Strategies

(f) Changes in students behavior

(g) Changes in school district

Program Components Assessment

Each of the four TAOSCORE program components specify three or more activity elements to be accomplished. Specification of those elements was presented earlier in this report under the heading of "program" and will not be repeated here. The audit is designed such that information be developed for each element to determine the extent to which each was accomplished and that a qualitative judgment be reported. Qualitative judgments are formed by overlaying information acquired relative to the program operations elements with information acquired about a specific program element.

Program Objectives Assessment

The program operations assessment and the program components assessment are overlayed against the program objectives which include:

(1) to develop amd implement an elementary school program designed to increase career awareness;

(2) to improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high students;

(3) to provide job preparation in occupational areas for grades 10 through 12 with special emphasis on the utilization of work experiences and cooperative educational opportunities; and

(4) to establish a placement service to insure the placement of all existing students in a job, a post-secondary occupational program, or a baccalaureate program.

Each of the program components relates to one or more of the program objectives; therefore, by bringing information from the program components and from the program operations to intersect with the program objectives, plus other audit assessments, the program objectives are thereby quantitatively and qualitatively assessed. The presentation format of all assessments will be such that the program objectives become the evaluation focus.

Other Audit Dimensions

Other audit dimensions include bringing information to bear upon:

(1) extent to which the three parties of the contract met their obligations.

(2) accuracy and quality of documentation relating to program methods and management.

(3) impact of program personnel upon professional staff of the school district.

(4) provisions made by project management for meeting transportability requirement of the projects research and development efforts.

The Process

The Career Education Program Audit Matrix was applied to the Division's "letter of assurance" dated October 15, 1971. That letter established Taos Municipal School District as New Mexico's demonstration, testing and development site and further established the program objectives and operational specifications for the project.

The Project Director was provided the Evaluator's analysis of the Program Components and was asked to offer information relative to the more than 40 items identified. The Project Director and the Evaluator again met to establish mutual understanding of the items and the kinds of information that was being sought. Subsequent to that meeting the Project Director provided a detailed summary of exceptions to the proposed Program Component Assessment. In each exception he provided both authorization and/or rationale. Further, he began providing the the Evaluator with Quarterly reports, concept papers, development materials and other information relative to project activities.

Arrangements were made for the Evaluator and his Associates to visit the Taos School District for the explicit purpose of interviewing teachers and other district staff members, gathering pre-test data and obtaining copies of meeting agenda, memoranda, and other in-house documents. Analysis of those data and documents was made. Post test data were later received from the elementary schools and the senior high school. The junior high school counselors did not give a post-assessment instrument despite the plans to do so, and despite intentions expressed by the counselors to the Evaluator and his Associates that they would provide the post-assessment data.

Weather prohibited interviews with three teachers and the principal of

one elementary school. At the request of the Project Director, the principal selected three teachers for a mail questionnaire and those instruments were sent to the principal and the teachers home addresses. Therefore, each principal and one or more teachers at each level (1-2, 3-4, 5-6, junior high, senior high) of each school site were interviewed by the Evaluator and/or his Associates. A open-ended semi-structured interview questionnaire was developed and utilized for each program component. Junior high school and senior high school counselors, the district superintendent and work-study coordinator were also interviewed. Copies of the Evaluator's questionnaires are provided in the Appendices to this report.

The Evaluator provided the Division and the District an Interim Evaluation Report. The purpose of that report was to establish a communication link between the Evaluator, the District and the Division relative to the activities of the Evaluator. Therefore, that document was viewed as a "working paper" that would eventually lead to this formal evaluation report. Neither the District nor the Division was required by contract to provide each other or the U.S. Office of Education with an Interim Evaluation Report, only the Evaluator's Final Report; the Evaluator established this communication strategy..

That report was divided into four major dimensions. They included: (1) the evaluation design, (2) a review of the evaluation activities and data collected, (3) a preliminary program assessment and additional data needs, and (4) proposed outline of the Final Evaluation Report.

The Evaluator and his Associates have reviewed all quarterly reports produced by the project; content analyzed all interview reports and other field-notes made during the visit to the school district; reviewed all agenda, memoranda

and working papers provided by the Project Director; made analyses of the elementary school pre-assessment and post-assessment data; made analyses of the junior high school pre-assessment data (post-assessment data not provided); and, made analyses of the senior high school pre-assessment and post-assessment data. It is upon those data bases that this report was developed.

The Findings

The following pages present the findings of the Evaluator and his Associates. Information relating to each of the four objectives will be presented and other assessment elements will then follow.

Elementary Components

OBJECTIVE 1 -- to develop and implement an elementary school program designed to increase career awareness.

Contracted activities specified in the project proposal.

(1) Hire Career Awareness Coordinator.

result -- Hired Mr. Paul Shelford, Jr.

(2) (a) Will search research-related literature on career education.

result -- first quarter report so indicates (page 12), materials noted by Evaluator in Project Director's office indicates materials were gathered.

(b) Will identify ongoing elementary career education projects.

result -- quarterly reports so indicate. First quarter report lists six cities visited during February 1972, for the express purpose of this activity. Also, other quarterly reports identify other visits and communications. It is evident to the Evaluator that the Springfield Oregon Career Education Project was the most

Impressive to the TAOSCORE Director since many of the activities, materials and strategies seem to be adapted from that project.

(c) Will identify promising approaches, techniques and materials.

result -- evidence of eclecticism exists in quarterly reports number 1 and number 2, especially as relates to the Oregon project.

(d) Will select committee of 6 teachers; one from each grade level (1-6).

result -- Career Awareness Committee composed of one teacher representative from each of the five elementary schools, plus the two elementary counselors (one is 1/2 time project supported), two principals, and the Project Director.

(e) Committee in (d) above to:

(1) develop curriculum revisions to incorporate career awareness in elementary grades.

result -- the committee did not take charge of curriculum revisions because no stated elementary curriculum existed in the school district. However, through assistance from the Research Coordinating Unit, a professional text writer was employed to develop a Curriculum - Careers Integrative Matrix for the Taos Schools. That activity was later expanded to include elementary teacher's guides for Career Education.

(2) experiment (Spring 72) with a variety of techniques and materials.

result -- marginal during Spring, 1972. Committee's time spent trying to define Career Education. Above materials became focus during Fall 1972, coupled with materials purchased and leased from commercial sources.

(3) work full-time (July, 1972) to structure complete Career Education Program (K-6).

result -- due to budget restriction and summer commitments of staff, time was adjusted to first two weeks of June. June was spent preparing for full-faculty 3 day workshop in August.

(3) Hold in-service workshop for elementary teachers devoted to Career Education (August , 1972). Presentations to include specific techniques to be used at each grade level during September, October, and November.

result -- Workshop held. Specific training not given. In-service training given during October and November for uses of SRA and Britannica materials.

(4) Provide in-service assistance as needed to train teachers.

result -- marginal. 100 teachers is a long way to spread one man's time on such an intense undertaking. It is obvious from the interviews with teachers that they would have liked more coordination of activities. However, that was interpreted in most cases to mean more of the coordinator in their classrooms. Impossible.

(5) Provide for periodical in-service workshops for teacher training.

results -- some in-service sessions held; not periodically scheduled.

(6) All five elementary schools will operate a Career Education Program during the 1972-73 school year.

result -- highly variable as a function of individual teachers in individual schools. Teachers received curriculum guides but interviews indicated that they were only marginally used (also see self report data below). Most elementary teachers interviewed said they limited their class discussions to jobs found in the Taos area.

More will be said about this dimension of the elementary program in the teacher-interview section.

(7) Pre and post tests will be used to assess the effectiveness of various treatments in terms of student outcomes.

result -- pre and post assessments were made only relative to the Self Awareness, School Awareness, and Career Awareness inventories. Individual or common treatments, if evaluated, were not reported. Although the instruments are probably best used for guidance (instructional) some of the findings are reported below.

Pre-Post Inventories (Students)

Each level (1-2, 3-4, 5-6 and Special Education) of the elementary schools gave a student inventory during September 1972 and the same instruments were administered to students during May 1973. Teachers reported both the pre and post results of students' responses. Those class summaries were then analyzed by the evaluation team. Each question was compared for numerical and percentage changes from the pre-assessment to the post-assessment. Only changes in responses to questions computed to be greater than 10 percent are reported.

Level I (grades 1 and 2)

Question V A. Teacher asked: "How many of you have a job you do at home to help?"

10.2 percent more 1st graders responded by raising their hands during the post-assessment.

Question VI While each 1st grader is drawing a career-related picture, directed by the teacher, the teacher was requested to make and report certain observations.

A. How many (students) seem to be copying neighbors ideas?

Teachers report 10.2 percent less copying during the post-assessment.

C. How many students can interpret their ideas about their career verbally to you or the class?

Teachers report 11.5 percent more students capable of verbally interpreting ideas about their career-drawing.

No questions given to second graders had response changes greater than or equal to 10 percent. Level I students surveyed: 1st grade--243, 2nd grade--209.

Level II (grades 3 and 4)

Question I A. How much do you like yourself?

10.1 percent less of the 3rd graders reported, "I can't read this."

C. How many friends do you have?

10.7 percent less of the 3rd graders reported "none".

Question III A. Do you like school?

16.0 percent less of the 3rd graders reported "yes".

C. Write what kind of work your mother or father does.

17.5 percent more 3rd graders could write their mother's and/ or father's occupations.

D. Do you want to work when you grow-up?

16.8 percent more 3rd graders reported that "I can't read this."

Question IV B. Do you make your bed?

16.5 percent more 3rd graders reported "I can't read this."

C. Do you hang up your clothes?

12.5 percent more 3rd graders reported "I can't read this."

Question V A. What kind of work do you want to do when you grow up?

48.7 percent less 3rd graders responded to a creative choice, 18.1 percent less responded "I can't read this.", and 10.6 percent more reported "I don't know."

Question V B. How much school will you need for your job?

14.5 percent more 3rd graders responded "more than high school".

C. How much money will your job make the first year?

10.4 percent more 3rd graders responded "about $5,000" while 11.3 percent less reported "about $10,000".

D. Write the names of two kinds of office jobs.

21.3 percent more 3rd graders did so on the post-assessment and 25.4 percent less failed to respond.

E. Write the names of two kinds of forestry jobs.

34.4 percent less of the 3rd graders failed to respond while 23.1 percent more listed two kinds.

F. Write the names of two kinds of tourism jobs.

28.8 percent more 3rd graders identified two kinds on the post-assessment and 12.7 percent more identified one kind.

The fourth-graders responded differently (10.0 percent or more) on the post-assessment instrument as follows:

II. 15.4 percent less reported liking school.

III.C 16.7 percent less reported "I can't read this".

IV.C 15.8 percent more reported that they "sometimes" hang-up their clothes.

V.A 21.5 percent more reported "I don't know" to the question about what kind of work do they want to do when they grow up.

V.D 28.7 percent more reported two kinds of office jobs.

V.E 36.1 percent more reported two kinds of forestry jobs.

V.F 36.1 percent more reported two kinds of tourism jobs.

One could conclude that all level II students (3rd and 4th graders) were more career aware, at the end of the school term than at the beginning, in at least three occupational areas -- office, forestry, and tourism. Respondents included 168 third graders and 227 fourth graders.

Level III (grades 5 and 6)

Question I A. How do you feel about yourself?

17.2 percent less of the 5th graders reported "I like myself most of the time" on the post-assessment .

B. List all the things you do well.

15.2 percent more of the 5th graders reported 4 things and 25.8 percent more reported 5 things (the number of spaces available).

C. How do you feel about other people?

16.6 percent less 5th graders responded "I wish more people liked me, because I like them."

Question II This question was designed so that part A would be answered on the pre-assessment and part B was to be answered on the post-assessment (see instrument in the Appendices). However, directions were not followed by all 5th graders -- some responded to both parts both times. The following conclusions are drawn from the responses to both parts A & B.

(1) About 55 percent of the 5th graders thought school was "okay" in September.

(2) About 26 percent of the 5th graders reported in May that they thought school was "quite a bit better this year than other years".

(3) About 27 percent of the 5th graders reported in May that they thought school was " a little bit better than other years".

(4) About 33 percent of the 5th graders reported in May that they thought school "is still a drag!"

Question III Fifth grader student responses for this question were very curious. For some reason, 25.5 percent less students reported their father's occupation and 17.4 percent less students reported their mother's occupation on the post-assessment. Yet, they were essentially unchanged in their responses to what they thought about their parent's occupations. It could be that students, having studied about various occupations, now see their parent's occupations as being unfavorable (to list for others to know) but reluctant to report them as such. However, the evaluation team draws no such conclusion, the teachers could better interpret the responses to these questions. To part D of this series of questions, 5th graders responding to the question "Do you think some kinds of jobs are better than others?" 15.2 percent more reported that "they are more respected" and 25.8 percent more reported "they are less dangerous".

Question IV B. Do you do these jobs (at home) without being reminded?

18.5 percent more 5th graders reported "never" on the post-assessment.

D. 15 percent more 5th graders reported knowing of ways to earn money outside the home in May than they did in September.

Question V 15.0 percent more 5th graders listed 4 ways to find a job on the post-assessment while 17.4 percent more listed 5 ways. 11.3 percent more thought that they would earn between $10,000 and $15,000 their first year of employment after they were settled into an occupation and 11.8 percent less thought they would earn over $20,000 that first year. Also, 26.5 percent more could list 4 things most important for people to buy with their money when asked in May than when asked in September.

The series of questions asking students to list 4 occupations related to Business and Office, Forestry and Tourism showed that in May, 11.1 percent more

knew 4 Business and Office occupations, 32.5 percent more knew 4 Forestry occupations, and 20.4 percent more knew 4 occupations related to Tourism.

The sixth graders responded differently (10 percent or more) on the post-assessment as follows:

I B. 14.8 percent less listed 5 things they could do well.

II A. 16 percent reported school to be "a drag" in September while about 12.2 percent thought so in May. Over 60 percent thought school was a "little bit" or "quite a bit" better this year than in other years.

III. Sixth graders did not show the reluctance that fifth graders demonstrated in listing their parent's occupations on the post-assessment. However, 13.4 percent more said in May they "don't care" about their parents changing jobs and 14.0 percent less responded "no" to the wish that their parents would change jobs. Obviously 6th graders are more sensitive to their parent's occupation but attempted to hide their sensitivity in "don't care" or they are more liberal in judging their parents occupations. This observation is reinforced by the question, "Do you think some kinds of jobs are better than others". In May almost 18.5 percent more students responded "yes". The increase in responses were about equally distributed throughout all 5 given categories. And, 17.7 percent more had given thought to the question of prefering to work with people, things, or ideas.

IV. About 10.5 percent more knew of ways to earn money outside the home.

V. About 10.3 percent more knew of three ways to find a job, the increase causing decreases in upper categories. This change may be a more realistic perception of how one finds a job. Less (11.8 percent) thought they would need college training and more (13.2 percent)

thought they would need technical school training after high school. And, 17.4 percent less thought they would earn under $5,000 the first year of employment while 13.8 percent more thought they would earn between $5,000 and $10,00.

About 20.8 percent more students could list Business and Office occupations on the post-assessment with the increases evenly split between 3 and 4 specific jobs. Almost 30 percent more could list Forestry related occupations, but the major increases were those who could list 4 specific jobs. About 22.5 percent more could list specific Tourism related jobs during May than in September.

It was stated at the outset of this analysis that the pre and post assessment instruments are probably best designed for instructional guidance for teachers. That opinion is unchanged. They do provide some small insight into student cognitive changes in the three occupational areas assessed. More students knew more about Business and Office occupations in May than they did in September. And further, they seem to be more sensitive to their parent's occupations.

Elementary Teachers Final Evaluation

During the month of April all Elementary School Teachers were asked to complete a final evaluation questionnaire (see Appendices). Sixty-four of the sixty-six elementary teachers provided completed questionnaires representing a response rate of 97 percent.

The final evaluation questionnaire contained 10 questions which were multiple-choice and 2 questions were open-ended. A few of the items were unanswerable by a few teachers. For example, questions which asked teachers to compare educational issues of the current year with other years were not answerable by beginning teachers. However, no question had less than a 70 percent response rate. Also, the multiple-choice selections were found to be adequately distributed in that no bias exists relative to placement of selections. The majority responses were distributed through all selection categories--almost equally.

Questions and Analysis

Q1 Compared to other years, student absences this year have been---

A: No perspective was determined for this question. The responses were evenly divided into three categories: Higher-Same-Less

Q2 In general, students' reading skills this year have---

A: 65% noted that students "progressed at the expected rate".

Q3 In other curriculum areas, (Math, Science, Social Studies) students have accomplished---

A: 53% responded "the required amount as expected". However, the distribution is skewed toward the "more than expected" categories. Only one respondent thought students had accomplished less.

Q4 Student grade averages this year have---

A: 50% responded that grades "remained about as expected". 20% thought students grades had "increased over previous years"(primarily 6th grade teachers) while none perceived a decrease.

Q5 Discipline problems this year have---

A: 53% said "remained about the same as other years" while approximately 32% thought discipline problems had "decreased" (primarily 3rd grade). 6% of the teachers reported an "increase".

Q6 Do you feel that most of your students have developed greater confidence in their own abilities this year? (more than usual)

A: 60% said "yes"; 6% said "no"; others checked "don't know".

Q7 Do you feel that your students have exhibited more independence and initiative in the classroom this year than in previous years?

A: 61% said "yes"; 11% said "no"; others responded "don't know". The fifth grade teachers were about evenly divided between "yes" and "no".

Q8 Do you feel that your students have developed new career interest this year?

A: 61 % said "yes"; 11% said "no"(all 2nd grade); and 10% responded "don't know".

Q9 Which teaching method option did you use most?

A: 67% checked "combination" with the remaining responses equally divided between "Guided-Freedom" and "Teacher-Centered". The majority response was also a majority response for all grade-levels.

Q10 What percent of the suggested career education activities outlined in the TAOSCORE Teachers Guide do you think you used?

A: No majority response was given altheugh this distribution indicates that approximately 61% of the teachers use between 25% and 50% of the materials in the guide. About 17% of the teachers used less than 25% of the materials and approximately 6% of the teachers used about 75% of the materials. None reported usfng 100%. Grade 1 and 2 teachers seem to be the highest users; Grade 3 teachers are about evenly distributed between 25% and 75% use. And, grade 4 and 6 teachers are about evenly distributed around 25% use. 7 out of 8 grade 5 teachers reported 25% use.

Q11 In your class, what have been the highlights of this year's TAOSCORE Career Education Program?

A: The open-ended responses centered around the films and reading kits.

Q12 In your opinion what have been the biggest problems?

A: One general response (minor in number) identifies lack of coordination with the overall curriculum.

The three major thrusts of the elementary component were: Self-awareness, school-awareness and career-awareness. The 12 item Teacher Final Evaluation questionnaire was factor analyzed into the three component categories. Therefore, teachers' perceptions of the relative success of the three thrusts may be analytically determined.

Self-Awareness

Teachers reported that they believe students to be more confident in their own abilities this year and to exhibit more independence than in past years. A classroom management problem (discipline) often associated with the exercise of independence and self-confidence by elementary children was not positively related. Although no statistical significance can be attached to the responses, it may be satisfying to parents, teachers and administrators to observe that "about the same" or "less" discipline problems were reported as elementary students were perceived to have excercised and exhibited more self-confidence and more independence.

School-Awareness

Questions on the Teachers' Final Evaluation form relating to school-awareness are of two kinds--student behavior and student achievement.

Student behavior was questioned relative to absences and discipline problems. Student absences were assessed by teachers to be "about the same" as previous years. Responses to the 5 point scale were normally distributed. Therefore, no conclusion is drawn in this respect. Although 53% of the teachers reported discipline problems to be "about the same as other years", only 5% reported an "increase" while 32% reported "less"; 10% of the respondents did not report on this item. It seems fair to conclude that elementary teachers felt they were confronted with "about the same" or less discipline problems this year. Obviously we are not prepared to relate this difference to the Career Education Project--too many variables intervene that prohibit a cause and effect judgment.

Academically, teachers reported students to be reading "about as expected" as was their progress in other curricular areas. Grade averages, however, were reported to be "about the same" or "higher". The sixth grade teachers reported (2 to 1) higher student grades this year.

From the teachers reports it is very difficult to draw any inference about School-Awareness on the part of students. We do have subjective data (teachers interviews) that does provide some insight on this project dimension. That data is reported elsewhere in this report.

Career-Awareness

Two multiple-choice questions and two open-ended questions on the Teacher's Final Evaluation questionnaire assessed Career Education. Sixty-one percent of the teachers reported that their students have developed new career interests this year. Only 11% of the teachers felt that their students had not developed new career interest and those teachers were primarily 5th grade teachers (Of the seven 5th grade teachers reporting, 4 answered "yes" and 3 answered "no"). Further, it seems that between 12% and 37% of the TAOSCORE Teacher's Guide is being utilized. It would seem fair to say that more effort should be made to exploit the use of the TAOSCORE materials. Teachers report extensive use of reading kits, films, etc., but only limited use of the Teacher's Guide. Perhaps it is because it is the first year and printing delays created some disfunctions. It would seem profitable to hold an inservice session during pre-school 1973-74 to acquaint(re-acquaint teachers with the Guide. Also, it is suggested that a similar question be asked next year. And, the Guide's author may provide added insight to this problem area once her product evaluation is completed.

Finally, the proposal stated--

(8) Analysis of outcomes will be made at the end of the school year and recommendations made for revisions and refinements in subsequent years.

result -- The Evaluator cannot assess this project responsibility due to the time of this report. The best assessment of this activity could be made from the Project's Final Report.

Interview Results

Most teachers interviewed had received a copy of the curriculum guide, but in discussing the material therein, it appears that few if any of them followed the guide closely or in any sequential pattern at all. One teacher complained that she couldn't use the guide;* but most teachers acknowledged its existence in their room as well as the fact that they had utilized it. In the rural schools visited, discussions with teachers suggests that they were not utilizing the guides.

In line with a general concept of career education at this level--that is, Career and Self Awareness, teachers at the Taos School were aware that they were expected to channel their instruction in that direction. However, beyond the general goal of "awareness", most teachers carried through their instruction in a variety of ways--not all of which suggested that a uniform scope and sequence program by grade levels was in existence.

By and large, most of the elementary teachers from first to sixth grade said that they limited their class discussions to jobs found in the Taos area. One educator said that (he/she)took the Taos telephone directory and used that as a frame of reference in relating to careers. Others, such as one first grade teacher stated that (his/her) emphasis was on the "...promotion of a more positive self," and that what jobs were discussed in class were those based around students parents and the community. This suggests that the concept of Career Awareness

*No reason was advanced by the teacher as to why she couldn't use the guide.

was more easily incorporated into a series of social studies units in the early elementary grades which emphasize the community, the home, and the parents' job roles as the frame of reference. Such a development is also an objective of the bilingual program which stresses a particularistic approach in instruction, especially in the primary grades.

A model emphasized by the Director of Career Education which calls for an ever expanding horizon in terms of careers at the elementary level suggests that those teachers in the early primary grades were best able to incorporate into their curriculum the intent of career awareness. Those teachers at the upper grades, however, either were not completely aware of a need to broaden their career units, or they felt that such an approach was not warranted in their programs. Failure to build and broaden on the concept of career education appears to be the case in the upper elementary grades.

Techniques utilized in the program suggest that those teachers who are able to "build on" any program's objectives--and to plan a good program--did so, while others made use of no new techinques in regards to this program--or probably for that matter, for any other new program to date. Most teachers interviewed stated that they utilized small groups with discussion and reports emanating back from group leaders to the class. At one school, the teacher-principal developed an index listing of all jobs available from a Career Education publication. Students completing other assignments ahead of time were encouraged to use "free time" in researching and reporting on different jobs to the class. In another school, one particularly innovative 6th grade teacher had her students check want ads in the newspapers for different job listings. Students were asked to choose a profession which they were interested in and to report back to the class. Incorporation of the concept of Career Education into other subject areas

was utilized with the students writing letters of introduction to prospective employers, role playing job interviews, and personally soliciting outside speakers for the class. Incorporation of the concept into the area of mathematics was done by the students exploring and reporting on different school district salaries for teachers.

Evaluation of classroom progress in the curriculum area appeared to be very subjective at best. Lower as well as upper grade teachers stated that their programs were successful because their students now had a better self-concept than before. When asked to elaborate or to give tangible examples of success, none seemed able to do so.

Services

Teachers at the elementary schools when asked about their contacts with the Director of Career Education stated that their major awareness of his program had taken place in August when they had participated in his in-service workshop. Since then, their contacts with his office had been in the form of small bits of literature which flowed from his office to them. At one rural school one of the teachers claimed to have never seen the Director in the building this school year. (The Principal who is headquartered at another school denied that claim and stated that he had been to the school at least three times that year.) It appears that the two rural shcools have the most problems when it comes to receiving adequate school services of any type. There is no mail service within the schools, and if teachers request materials, it is picked up by the building principal when he's in town. Such services as adequate film delivery or any other planned delivery is not functional to those schools. Finally, evidence from teachers indicate that the elementary counseling program is not as functional in the Career Education area as the quarterly reports might lead one to believe.

Materials

For each pair of elementary classrooms in any of the districts' elementary schools, an SRA kit on careers was provided as well as a guide booklet. Additional moneys have been spent for filmstrips and a variety of films, but most of these are to be found in the Taos School Library which serves as the A-V center for all the elementary schools. Early in the school year, there may have been some misunderstandings as to what supplies and materials teachers were to receive under this program. In talking with teachers and asking them what materials they need for their Career Education program, often they referred to such things as construction paper, glue, tempera paints, etc.,--materials to be supplied by the District. This may be the result of teacher misconceptions of what Career Education is all about.

Administrators

Principals believed that the majority of the teachers were using the Teacher Guides with success. However, they felt that some offerings in the guides were not pertinent to the Taos community (e.g., visit to a perfume factory). Other remarks indicate that they had feedback from teachers relative to some perceived irrevelance contained in the guides (the Evaluator takes the opposite philosophical stance on this issue since education should be a broadening experience that enlarges one's understandings beyond his community. A junior high principal spoke directly to that need for his students.)

The principals reported positive feelings about the use of films and Career Awareness kits and had observed teachers utilizing them. They further declared that more materials could and would be used if available. They further expressed that their evidence indicates that teachers are integrating Career Education concepts into the curriculum and that compated to last year, there is more emphasis

this year on careers and self-awareness. Although some work has been done in previous years on self-image development, the activities this year are more pervasive and more intense.

In their opinions the program needs:

(a) more materials and supplies (A/V and Literature),

(b) locally produced community resource guide,

(c) field trips and demonstrations, and

(d) a specialist to coordinate Career Education activities.

Librarians

Two library aides in the Arroyo Seco-Arroyo Hondo Schools were interviewed. By and large they were uninformed as to the intent of the program except for the fact that they were aware that some materials and supplies in this area were purchased. These were the SRA kit and some filmstrips which were to be found in the schools' libraries. A third person interviewed--the librarian at the Taos School, however, appears to be a focal point in the career education program. While she has not actively involved herself in the instructional aspect of the program, she is responsible for the storage and utilization of district wide career education material for the district's elementary schools. In this role, she has collected a wide offering of literature and films.

The librarian at the Taos School has developed a publication listing all elementary texts and library books which have information regarding career education at this level. This publication has been published, and a copy presented to each of the other elementary schools. A film guide also listing films of which 50 or more are in the area of Career Education has been published and disseminated to the outer schools. Over 200 books have also been purchased

for this library in the area of career education. Innovative materials such as the King-Popeye Series on Career Education are being tried out with students at the Taos School. The King-Popeye Series is a new comic book series on careers available for student reading. The stocking of materials in this area suggests that this in one particularly important focal point of the project which is necessary, but if materials cannot be made more easily available to the outer schools, then the intent of this central storage area may be dysfunctional.

Guidance and Counseling Component

Objective 2 -- to improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high school students.

Contracted activities specified in the project proposal

(1) August 1972 -- part-time counselors will be employed for service at the elementary school level.

result -- Hired Mr. M.R. Pacheco, one-half of his salary is paid by project.

(2) During August 1972 all Counselors of the school district will be provided 3 weeks of intensive training to include:

(a) familiarization with career development theory;

result -- attended two-day workshop at New Mexico State University on Career Education for State guidance counselors.

(b) opportunities to explore the world of work and to gain appreciation for the dignity of work at whatever level;

result -- this dimension was reported to have been discussed during a June meeting with counselors and concluded to be extraneous and of no value to personnel who had already held many jobs outside the school system in past years and during summers. No lack of sensitivity to all work was noted by the evaluation team during

interviews with high school counselors.

(c) orientation to responsibility of school to place students in a job, a post-secondary training program, or a baccalaureate program.

result -- reported to be the primary thrust of the workshop. Group guidance techniques were developed to extend the career education orientation to all students. A product of the workshop is provided in the appendices of the quarterly report covering the period from July 1, 1972 to September 30, 1972.

The Project Director reported to the Evaluator in a letter dated February 7, 1973, that the Counselor's Workshop was cut from three weeks to one week, due to time constraints upon personnel and financial contingencies.

(3) The in-service activities (including #2 above) are to be planned and operated with assistance from State Department of Education and University of New Mexico consultants.

result -- the Project Director reported that the workshop plans were evaluated and approved by the State Department of Education, but no assistance was gained due to the heavy workload of the RCU and the negative reaction to the Voc-ed Guidance Supervisor holding the position at that time. Also, funds were lacking for consultants although no one at UNM was considered to be sophisticated in the field at that time.

The Project Director was probably right on all accounts. The quarterly reports carry a general theme of his appreciation for competence, giving credit where credit is due and giving critique where critique is due. The Evaluator checked with the RCU to substantiate the Project Director's report; it is confirmed.

(4) During the 1972-73 school year counselors will carry-on a complete and articulated program of guidance and counseling at all grade levels.

Model characteristics include:

(a) based on systems concepts--evaluation and change processes in education,
(b) defined guidance criteria in terms of student behavior objectives,
(c) stress program objectives which were possible within resources of participating schools, and
(d) provide corrective feedback based on evaluation of achievements of the program.

result -- almost nil. It was expected that the State Department of Education's Guidance and Counseling personnel would have such a model ready for distribution to all public shcools (supposedly their communication with the RCU during the proposal writing when cooperation was being sought). The model is non-existent. The Project Director has however, in cooperation with the professional staff of the Taos Municipal School District, attempted to articulate a conceptual model of career education and the role of counseling activities is contained therein. That model will be articulated in the Director's Final Report. The conceptualization is printed on the back of the front cover of this report.

(5) At the end of the 1972-73 school year results will be analyzed and recommendations made for revisions and refinements.

result -- this element may best be assessed from the project's Final Report. That document will have the benefit of the Evaluator's report as well as critique from the professional staff.

Interview Results

Counselors at all school levels were interviewed by the evaluation team. The semi-structured open-ended questionnaire is provided in the appendices to this report. The analysis of those interviews will be given by school level.

Elementary -- The evaluation team was not particularly impressed with the answers given in response to interview questions. The responses were completely given as generalities (even when probed) about the program, which suggested to us that there was no active involvement by one individual nor did (he/she) feel responsible for utilizing any aspects of the career education program. The quarterly reports generated by the project present an entirely different view of the elementary counseling activities; however, the counselor failed to make that role clear to the evaluation team.

Junior High -- Two junior high school counselors were interviewed by the evaluation team. The product of their participation in the August Workshop was discussed in some detail. One of the counselors was somewhat more guarded in (his/her) responses than was the other counselor. However, the evaluation team did gain sufficient information from the two counselors and from teachers about the counselors role to produce the information outlined below. As mentioned earlier in this report, these counselors did, at interview time, plan to give a post-assessment instrument to the junior high classes although that was not done. The information would seem to be much more valuable than the elementary assessments due to the age of junior high students and the fact that the junior high assessment instruments are much more specific and therefore lend themselves to greater depth for pre-post analyses.

(1) August career education workshop:

(a) provided over view of the program

(b) directions for junior high component of program articulated

(c) additions made to assessment instruments

(d) program objectives refined

(e) added new dimensions to general counselling program

(f) have seen some evidence of teachers using materials on occupations.

(2) No job placement services:

Help students fill out applications (Y.C.C., etc.)

(3) No guidance model from the state.

(4) Community interest in careers other than college seem to be changing student's attitudes. However, college bound students are more apt to seek counselling We do have more career information available this year.

(5) Materials placed by project in library are being used. Need more career information in guidance office.

(6) Group guidance sessions offered as a result of C.E. project:

(a) self-awareness

(b) school-awareness

(c) career-awareness and assessment

Group sessions have led students to visit the guidance office. Especially more 7th graders this year.

Assessment data kept in guidance office.

(7) First week in May students will do research on a particular career of interest --assignment of last group session

(8) Taos community is demanding more Voc/tech education.

(9) School enrollment -- 850

(10) Drop-out rate-- 1 1/2%, principal causes--home, other external

(11) Opinion: Career education will help reduce drop-outs.

"As C.E. comes into focus, negative attitudes of teachers will change."

(12) Recommendations: (a) more C.E. classes (only 1 per 850 students)

(b) more materials

(c) extra counseling personnel to assist with career guidance

It would be difficult for the evaluation team to accept recommendation 12(c). As best as we can understand the thrust of career education it is an integrative process not a separate program; therefore, that recommendation would be entirely disfunctional. Perhaps the counseling staff should be relieved of some administration activities if indeed time prohibits their group guidance and occupational analyses for the benefit of junior high students. The latter seems to be a more productive role for school counselors. No evidence existed that pre-assessment forms were used in individual counseling sessions.

The impression gained was that the instruments were "filed" in the counseling office. For what purpose was never made clear.

Senior High -- The evaluation team interviewed both high school guidance counselors. They were very much open in their responses to questions, were assessed to have been systematic in their career education activities, and were found to be very positive about integrating career education concepts into the counseling program in cooperation with the school's administration and faculty. There was evidence that the project produced assessment forms were being used in group and individual guidance sessions. An outline of the interview report follows.

Counselors -- High School

(1) August in-service workshop:

(a) information about project;

(b) formulate guidelines for incorporated concepts;

(c) overall program articulation.

(2) Student placement -- have coordinator in high school.

(3) More students seeking more career information this year.

(4) Have evidence of teachers using career education materials and concepts in their classes.

(5) Opinion: sophomores will benefit most through reinforcement.

(6) More career centered activities in guidance this year over last year.

(7) Drop-out rate about 2.2% (see principal interview).

(8) Changed scholastic audit form:

from: "Do you plan to go to college?"

to: "What is your career choice?"

(9) No State guidance model. (only regulations and check tests)

(10) Group guidance:

(a) all English classes (self-awareness, school-awareness, career-awareness assessment);

(b) occupational information provided;

(c) files kept on each student;

(d) occupational exploration kit highly functional;

(e) assessments [in (a)] kept in student folders for guidance information.

Junior High School Exploratory Experiences

During the planning phase of the project it was decided that a career education instructional thrust should be made at both the junior high and senior high levels. A year-long Career Development Course was instituted at the junior high school for 9th grade students and other teachers were encouraged to use the specially developed Teacher's Guide in their regular instructional classes. The evaluation team interviewed teachers and administrators to determine the extent to which career education concepts were being employed at the junior high school. The findings of those interviews are reported below.

Teachers

Junior High School Level

A. Curriculum

The extent of curriculum revisions to incorporate career awareness in the classes was varied and relative. Varied in the sense that in some cases no revisions were made to instances where tours and trips were made part of the curriculum. The nature of the trips consisted of visiting certain businesses in the community (banks, employment office) and talking with the different employees about their particular careers.

The general consensus at this grade level was that the teaching staff had been practicing "career awareness" throughout their teaching careers. The only difference being that now they were more aware of the "career awareness" concept and emphasized more wherever possible.

The curriculum revisions were relative to the nature of the class. In some classes (history for example) no basic revisions were made due to the course content; while in other classes (typing) the nature of the class lends itself to more flexibility to incorporate career awareness.

B. Services - Projects

The services relevant to career awareness were basically in the form of projects. The teachers initiated projects relevant to the specific classes. The thrusts of the projects consisted of students gathering information about careers that were of particular interest to them. The students would report their findings orally to the class and the class would engage in a discussion of that particular career. Students were encouraged to know enough about their particular careers of interest to respond to any question proposed by their class members.

C. Materials

The materials utilized at the junior high school level were primarily films and film strips provided by the Career Awareness Project Teachers, depending upon the nature of their classes, utilized career posters relevant to their curriculum. Very few teachers utilized the teachers manual provided by the Director of Career Education. In one case a teacher used Jobs in Your Future by the Scholastic Book Service.

D. The Career Education Development Course instructor has developed a series of units based on careers and jobs. Among these unit offerings are:

(1) the filing of job applications;

(2) self awareness projects;

(3) personal interest projects;

(4) unique and different jobs (e.g. oceanography).

An amount of time is allocated to each of these thrusts when developing the class program. This instructor stated that a series of speakers had also been scheduled for the class on a once-a-week basis. Individuals speaking to the class included local bank personnel, the Director of Vocational Rehabilitation, the local

Welfare Director, policemen, the head nurse of the local hospital, the County Agent, doctors, and lawyers.

Small group discussions were also utilized in the instruction of the class. Evaluation of students' growth in the area was measured through completion and assessed quality of workbooks assigned, and by personalized files which all students were requested to maintain.

Services rendered appear to have been similar to that listed for the elementary teachers. It does appear, however, that the junior high career education teacher was visited quite often by the Director of the program, as he seemed to be more familiar with the model of Career Awareness and it's goals for the different grade levels.

E. Junior High - Librarian

(1) 16 films in continuous use (especially career education class and special education class).

(2) 8 film strips -- "not as much use; teachers seem to like sound better."

(3) Evidence that teachers are assigning students reading in career fields, especially Career Development class.

(4) Evidence that students are using career education books -- many free materials ordered this year.

F. Junior High Principal's Assessment

Activities

(1) More community involvement this year (had professional writer, among others, speak to students).

(2) Field trips into community following class exercises (bank).

(3) "More career related instructional activities this year as a result of the career education project."

(4) Teachers have better bulletin boards, etc.

(5) Need field trips out-of-the-community to broaden career orientation.

Grades 10-12 Program Component

Objective 3 -- to provide job preparation in occupational areas for grades 10 through 12 with special emphasis on the utilization of work experiences and cooperative education opportunities.

Contracted activities specified in the project proposal

(1) August 1972 -- Director and Work-Study Coordinator will locate employment stations for students enrolled in vocational-work-experience or cooperative programs. (Criteria: 1 hour related classroom experience and one-half school-day for employment.)

result -- The Project Director made an exception to the criteria for participation since the Act governing Part G Funds for the project specifically states that a student shall participate in a 2-hour voc-ed class and work 2 hours per day for a maximum of 15-hours work per week.

The Work-Study Coordinator was hired (through project funds) during the summer to solicit employment opportunities for high school students. The results of his activities are reported in the quarterly report covering that period.

(2) Hold 3-days in-service programs, planned and operated by Director and State Department of Education staff, to involve:

(a) community business persons, and

(b) high school staff.

result -- (a) not included; evidence from quarterly reports indicate Project Director spoke to various community businessmen's organizations explaining project and soliciting their support.

(b) Project Director reported that funds were insufficient for three days of in-service programs. All teachers attended a one-day workshop.

(3) Model -- the proposal describes a Career Education model to be developed.
result -- done, at least at the conceptual level (see back of front cover, this report). It is expected that the model will be articulated in the Project Director's Final Report.

Although not specified in the project proposal, an instruction program was established at the high school addressed specifically toward career education. The one-semester course entitled Career Education was developed and taught by the Chairman of the Social Studies Department. Also, it became an intent to extend the awareness theme throughout the high school curriculum. Teachers reported during interviews that in-service day added impetus to incorporate more career examples into their particular programs. For example, one teacher reported, "I was doing some things before, but have become more aware to do more relating (of program) to careers."

Senior High School: Pre-Post Results

Senior high school students were asked to complete the three project-designed pre-assessment instruments at their regularly scheduled English classes during September of 1972. The high school guidance counselors administered the forms -- Self-Awareness, School Awareness and Career Awareness -- and maintained the completed forms in the school's guidance office. Interviews with the two senior high school counselors revealed that they utilized the three forms during individual and group guidance sessions with students. Copies of the three forms are provided in the Appendices of this report (see TAOSCORE/GG-1, GG-2, GG-3).

Eight items from the combined three pre-assessment forms were selected by the counselors for a post-assessment instrument which was again administered by them at regularly scheduled English classes during the month of May, 1973. The English classes at the three secondary grade levels were chosen as an appropriate time and place to administer the forms because they are small groups and because all secondary students are enrolled in an English course at Taos High School. A copy of the post-assessment instrument, the Career Development Questionnaire, is provided in the Appendices of this report. The wording of the three questions selected from the Career Awareness instrument was not the same wording used on the post-assessment form. Comparisons of the language changes are as follows:

Question Number	PRE-ASSESSMENT	Question Number	POST-ASSESSMENT
1.	What type of occupation would you like to do? Why?	6.	What career or vocation am I interested in?
2.	Have you explored the requirements?	7.	What are the requirements? Where do I get necessary information?
8.	Why are rules and regulations necessary?	5.	Is it necessary to have rules and regulations on the job? Why?

Question #2 on the pre-assessment instrument and Question #7 on the post-assessment instrument seemed to be the only set in which the wording change made a difference in student responses. Question #2 elicited general responses of "yes" and "no" while Question #7 elicited more specific responses. It would have been more informative to have had question #7 on the pre-assessment so that comparisons of the degree of specificity and the changes in that degree could have been made at this time.

Pre-assessment and post-assessment instruments were matched for each student while maintaining grade-level designations. A random proportional sample of students was drawn by grade level from those students who had completed all three

pre-assessment instruments and the post-assessment instrument. The categories of responses for each item were developed from the actual sample responses. Further, the common items used on the pre and post instruments were perused for all students to determine (after-the-fact) if the categories of responses and the distribution of responses were indeed representative of the student populations. They were both determined to be representative. Finally, the questions on the assessment instruments were designed for guidance purposes and not for statistical treatments. Therefore, the results are reported as percentages of students responding in a particular way to a given question. This design is consistent with the guidance activities presented in the program proposal and the career education model.

TABLE D -- SELF-AWARENESS ASSESSMENT

Question	Sophomores		Juniors		Seniors	
	Pre	Post	Pre	Post	Pre	Post
What do I want out of life?						
(a) education	10%	8%	0%	0%	10%	20%
(b) good job	40	56	67	43	30	50
(c) happiness	10	24	17	29	10	10
(d) family/friends	30	4	16	28	50	10
(e) not sure	10	8	0	0	0	10
Is it important to get along with others?						
(a) yes	100%	89%	100%	80%	100%	100%
(b) no	0	0	0	20	0	0
(c) don't know	0	11	0	0	0	0
	N = 129		N = 93		N = 56	

TABLE E -- SCHOOL AWARENESS ASSESSMENT

Questions	Sophomores		Juniors		Seniors	
	Pre	Post	Pre	Post	Pre	Post
In what way is school not meeting my needs?						
(a) Is meeting needs	90%	80%	100%	100%	80%	60%
(b) Is not meeting needs	10	0	0	0	20	40
(c) don't know	0	20	0	0	0	0
*What subjects are most helpful to me?						
(a) Math/Science	40%	39%	14%	11%	25%	18%
(b) Social Studies	11	6	0	22	0	0
(c) English	28	21	21	22	25	28
(d) Spanish	3	0	0	0	13	9
(e) Home Ec	3	3	21	11	0	0
(f) Typing/Office subj.	9	15	7	11	0	36
(g) Other	6	13	37	12	37	0
(h) don't know	0	3	0	11	0	9
	N = 129		N = 93		N = 56	

*students generally gave more than one response. Percentages are of total responses not percentages of students.

TABLE F -- CAREER AWARENESS ASSESSMENT

Question	Sophomores		Juniors		Seniors	
	Pre	Post	Pre	Post	Pre	Post
Is it necessary to have rules and regulations on the job? Why?						
(a) operates smoother	17%	25%	75%	75%	40%	20%
(b) order	63	42	25	13	40	60
(c) safety	0	8	0	0	20	20
(d) other	17	25	0	12	0	0
What career or vocation am I interested in?						
(a) Trade/Industry	10%	9%	20%	0%	20%	20%
(b) Health	10	18	20	0	0	0
(c) Office	20	28	20	0	0	20
(d) Professional	60	37	40	60	80	60
(e) don't know	0	9	0	40	0	0
*What are the requirements?						
(a) college		0%		20%		20%
(b) vocational training		42		0		20
(c) experience		8		0		20
(d) don't know		50		80		40
**						
(e) yes	50%		20%		80%	
(f) no	50		80		20	
	N = 129		N = 93		N = 56	

*This is the post-assessment question; ** the pre-assessment asked "Have you explored the requirements."

Interviews

Information relating to the high school component (as expanded) was solicited through interviews with teachers and administrators. The results of those interviews were compiled and are presented below in outline form.

A. High School -- Career Education Teacher

Curriculum Guide is his own adaption from Oregon and Oklahoma materials.

He offers a one-semester (repeating) course. Credit is given toward 20 units needed for graduation.

Integration into total Social Studies curriculum is evident.

Course: 4 Units

(a) Self-Awareness

(b) World of Work -- uses 5 or 6 resource persons; stresses non-college careers.

(c) Occupation Information - Bureau of Labor major source.

(d) Career Education Planning - economic; social security, taxes, budgeting, letters of application, resumés, etc.

Need: School District-wide Career Education Goals broken down into school and class goals and objectives.

He discusses career education objectives with high school faculty members.

This year's curriculum integration attempts were minimum--need more work next year.

Next year's thrust: Career Education behavioral objectives for all departments.

"There is evidence that teachers are using community resource persons (writer, artist, etc.)."

Materials adequate for first year -- need more to expand scope and depth.

Students react to sound films better than to film strips.

B. High School - Librarian

Films -- extensive use, will provide Career Education Director with log at the end of the school term.

Film strips -- not as much use.

Book -- Occupational Literature Annotated

Bibliography provided by project has been used. Ordered many free materials about careers -- teachers are using materials; some students. (Classes include: C.E., H.Ec., S.S., Eng., and students doing individual reports in other classes) "Definitely more interest in career education this year over last year."

Opinion: teacher exposure to Career Education is the critical variable. Previously, just home economic classes seemed to have interest in career areas.

Need: more materials; different films.

C. High School - Principal

(1) "Encourages teachers during faculty meetings to integrate career information into their activities."

(2) About 50-75 percent of faculty are providing career education activities.

(3) "If director could work with teachers then we would have 100% involved; but he just doesn't have the time. Those with whom he has worked have all responded positively. We need more of Paul Shelford, he is very capable."

(4) Our right-to-read program is incorporating career education concepts--this is a program primarily for slow learners.

(5) He does ask teachers what they are doing to integrate career education.

(6) Drop-out rate 10 years ago 40%; last year 2.5% primarily due to 4 programs:
(a) Work study,
(b) NYC,
(c) H. Ec,
(d) Has bus service to El Rito (V/T School)

(7) CAP/career development program tied to school (originally only juniors and seniors; now freshmen and sophomores also).

(8) Counselors are doing more career advising.

(9) English-Speech classes are incorporating career education.

(10) Consumer-career education appeals to students.

(11) Over all--more relevant to teachers and students.

School enrollemnt is:

80% Spanish
5% Indian
15% Other

Placement Component

Objective 4 -- to establish a placement service to insure the placement of all existing students in a job, a post-secondary occupational program, or a baccalaureate program.

Contracted activities specified in the project proposal

(1) Establish placement services at the senior high ashool.

result -- only evidence is the activities of the Work-Study Coordinator although the quarterly reports establish one high school counselor as part-time (25%) in this role. The interview with the Work-Study Coordinator is provided below but it seems that the project intents were something other than what they got, or did not get. It was never made quite clear to the Evaluator just what the situation was, but indeed if the Work-Study Coordinator's behavior is what he said it was then it seems that the intents of this element were being carried-out. However, the Evaluator has no evidence except the report of the Work-Study Coordinator, who was less than candid during the interview.

(2) Placement Officer (Project Director) to work with counselors, cooperative education coordinators, vocational teachers and the Employment Security Agency.

result -- the statement does not say to what end, but it is assumed from the context that the purpose is to provide a coordinated effort to place students into jobs, etc. However, in a letter dated March 20, 1972, to Superintendent Ortiz, the Project Director

presented a rationale to the effect that his duties would prohibit his functioning adequately in the role of Placement Officer. The Superintendent accepted the rationale and alternative presented by the Project Director. The alternative was that the high school guidance counselors would split their work load such that one would have primary responsibility for baccalaureate program counseling and the other would have primary responsibility for post-graduate occupational training counseling and maintenance of contacts with the business community to assist students getting jobs.

The Project Director was then to assume the role of coordinator of the activities specified in the element. There is evidence in the quarterly reports that he did contact and use the services of the Employment Security Commission. There is evidence that he secured the services of the Work-Study Coordinator to canvas businesses for employment opportunities for students. There is evidence that both the Project Director and the Work-Study Coordinator maintained contact with vocational teachers.

The high school principal provided evidence that the school was working with drop-outs to keep them in contact with the school. Some were being bused to the El Rito Vocational School for vocational training. It can only be assumed here that the counselors maintained the contact, no evidence was provided by the counselors during interviews.

(3) Survey local employers (January-June) for employment of part-time, drop-outs and graduates.

Project Director contacted business community through meetings at the

local businessmen's organizations. The Work-Study Coordinator was hired for one month during the summer to make the survey. The results are reported in the quarterly report for the period.

(4) Maintain a current file of job opportunities.

(5) In June, 1972 efforts will be made to insure placement of graduates in jobs or further education programs.

(6) Assist students wanting summer work.

(7) Refine procedures (based upon experience) for the 1972-73 school year.

(8) Based upon experience and follow-through information, recommendations for revisions and improvements in on-going education programs will be made.

It seems that most of the above was done by the Work-Study Coordinator, or at least he reported he did. As pointed out earlier, the Evaluator felt that he was less than candid during the interview. The Evaluator's questions were almost answered in "yes" or "no" responses. The reason for the defensiveness was and still is unclear. The following was gained from that interview.

Work-Study Coordinator Interview

(1) He reported that he maintains files of employment stations, current placements, results of his survey of employers, part-time positions, full-time positions, and an opportunities file.

(2) He reported that the work-study program has been discontinuous in its operation the past three years and that the added funds from the Career Education Project has been a significant boost. In his opinion some of the students in the program would drop-out of contact with the school without work-study.

(3) During 1972-73 a high of 45 students were under the program at one time; 30 were involved during March, 1973. Only 11th and 12th graders were served

during 1971-72, now all high school grade levels are involved. In his opinion, 60 students could be placed in funds were available.

(4) Last July he visited prospective employers (his salary for the month was paid from project funds).

(5) In a few cases cost-sharing arrangements are made for the student's salary.

(6) Three or four students are hired each year full-time following their work-study experience.

(7) Students seek opportunities through the coordinator and employers seek student help through the coordinator.

This component of the project seemed to have gotten the least attention. The above activities would seem to be required of the work-study program coordinator irrespective of the Project. Certainly the above activities pay-off for students but other schools operate similar programs without the extra compensation given this school. This finding causes the evaluation team to conclude that the project had little or no impact on the work-study program except through it's support of student salaries.

Other Assessments

There is ample evidence that the Project Director had the organization and administration skills to successfully direct the project. His rapport with the Superintendent was both evident from our observations and from the verbal comments made by the Superintendent about the project. The high school principal used such words as "talent" and "ability" when describing the Project Director and commented, "We need more of Paul Shelford". It might be noted that the retiring principal was, in the opinion of the Evaluator, the most knowledgeable about the training needs of high school students and the adverse employment conditions they face locally.

He was also knowledgeable about all cooperative thrusts that were currently underway and those which have and have not succeeded in the past both locally and nationally.

The Project Director is aware of the transportability requirement contained in the proposal. He displayed his efforts, during an interview, directed toward cost accounting for each of the program components.

The documentation of the project through the quarterly reports is sufficiently substantive for their intended purposes. Although several of the reports were more than 30 days late, he noted in one such report that the intensity of his activities prohibited his taking time to write the report. Given the scope of the project and the fact that he alone was carrying a large share of the work load the situation is understandable. Yet, when the reports were forthcoming they were revealing.

The broadly stated purposes of the project were such that each of the four components contained several elements. Those elements, extracted from the proposal by the Evaluator, were each assessed, in turn, throughout this report. The involvement of the State Department of Education was minimal. The Project Director reported to the Evaluator that in-kind services were traded-off from technical assistance (due to lack of time of State personnel) for printing (a rather substantial need of the project). Given that trade-off it could be concluded that the parties did meet their contractural obligations.

The impact upon school district personnel was varied. Some teachers reported significant behavior change (also reinforced by some administrators). Other teachers were only superficially affected. The project has established a concept however; the concept of a sustaining career education program integrated into all instructional dimensions of the elementary and secondary public school program.

Summary

The conclusion of the evaluation team are as follows:

(1) Tremendous effort was put forth to establish the Career Education concepts throughout the Taos Municipal School District. The fact that some teachers were more receptive than others is evident in our findings. It is further obvious to the evaluation team that not all administrators were entirely supportive of the efforts.

(2) The materials provided by project funds were more often than not the highlight of the project in the opinions of teachers. Evidence gathered by the evaluation team substantiates that indeed the materials were used; although film-strips were the least popular.

(3) It seems to the evaluation team that the Career Awareness Committee may not have sustained their planned thrusts on the job. There is evidence that they indeed did address many of the issues expected during such a broad undertaking. However, it seems there would not have been as much confusion in some schools about the project goals and services had the members of the committee communicated well at the building level. The expectations for the Project Director in that regard were unreal.

Members of the committee should have been required to keep a "log" of their "in-house" activities if only to stimulate them to get more involved beyond thier attendance at committee meetings. This is <u>not</u> an indictment of all members. The evidence indicates however, that some did indeed professionally-drag.

(4) Some counseling programs were carried-out as intended. Others were not. The junior high school did not give a post-assessment. There was evidence

that the high school counselors were indeed utilizing the project-developed instruments for individual and group counseling sessions.

(5) The results of some creative teachers were evident at all grade levels; especially noteworthy were the activities of the junior high and senior high teachers who were specifically addressing career orientation instructional programs. That is not to exclude some others however, several elementary teachers and a few junior high teachers were knowledgeable about the projects intents and were actively pursuing those intents instructionally.

(6) The Career Education thrust at Taos Municipal School District would seem to be sustaining. That is the way it was planned and it would seem to survive without continued external support. What would suffer from lack of support would be the materials provided by project funds (several films were leased).

(7) The impact of the project upon the work-study program was significant to the extent that more funds were available to pay student salaries. The staff activities paid for out of project funds should have been done in a good work-study program without extra compensation.

(8) It is the opinion of the evaluation team that the Project Director has caused the Career Education thrust to grow significantly; not only for Taos where he met substantial opposition initially, but for the State of New Mexico and even nationally, given the number of visitors and inquiries for information about the project. His competence should not be lost to the Career Education thrust.

Recommendations

(1) The evaluation team recommends that the project not be continued to be supported through federal funds. The development, demonstration, and testing has been sufficient to develop a Career Education Model transportable to

other school districts. That is the test now needed.

(2) The marginal productivity of continued support would be very small relative to investment. The project was designed to be sustaining and would seem to be so. If any added investment is to be made in Taos at all, the most productive would be in materials acquisition.

(3) Leadership for continued career education thrusts in the Taos School District needs to come from the school principals. And, good program management practices dictate that that leadership and those program thrusts be monitored both by the District's central staff and the principals.

(4) The Project Director's competence and developed expertise in Career Education should not be lost to the program thrust. It is the opinion of the evaluation team that he has much to offer other Career Education development, demonstration, and testing sites.

II. Guidance and Counseling

1. In August you participated in an intensive training career education program. Of what value was this program to you?

2. Do you keep a record of the students you place on jobs?
   No_____
   Yes_____ If yes, what does the record show?

3. Do you have a job placement program for this summer?

4. How do you find out about job vacancies?

5. Are you providing guidance and counseling to your students according to this model? (show model)

6. How could this model be improved?

7. Are you of the opinion that all students should go to college?
   If yes, why?

   If no, why not?

8. Have you done any work in group guidance and if so, at what grade levels?

III. Grades 10 - 12 Program Component

1. In you participated in an in-service program concerning career education programs. Of what value was this program to you?

2. Do you incorporate in your teaching the concept of career education more so now after participating in the in-service program?

3. What are you doing in the community to secure jobs?

SELF - AWARENESS

Name_____

Date_____

1. What kind of person am I?

2. What are some things I like about myself?

3. How do others see me?

4. Do they like me?

5. Do I get along with others?

6. Is it important to get along with others? Why?

7. What do I want out of life?

8. What am I good at?

SCHOOL - AWARENESS

Name_____

Date_____

1. Why am I in school?

2. Am I getting any satisfaction from school?

3. What are they?

4. In what way is school meeting or not meeting my needs?

5. How do I relate to my teachers?

6. What do I want from my teachers?

7. What does school mean to me?

8. What subjects are most helpful to me?

CAREER - AWARENESS

Name_____

Date_____

1. What type of occupation would you like to do? Why?

2. Have you explored the requirements?

3. What subjects are preparing you for your occupation?

4. What kinds of jobs are available? How do you find out? Where?

5. Do you get to school on time? Do you believe in promptness?

6. List some fair reasons for being absent from a job.

7. Do you see a need for courtesy?

    a. To your boss?

    b. To your fellow employees?

8. Why are rules and regulations necessary?

9. How can you prepare to meet the challenge of competition in life?

PROJECTED PROGRAM FOR TAOS JUNIOR HIGH
CAREER EDUCATION

Purpose: To aim for a realistic decision-making ability, through self-awareness and career-awareness, by every student in the Taos Junior High Schools. The ultimate goal to be achieved is 100% placement of every student leaving the Taos Schools. Placement in terms of either continuing formal education or placement in the labor market. In order for the student to be able to make, or acquire the ability to make, realistic decisions two things are necessary: first an honest self-awareness and second an ability to assess careers.

X+Y=RDMA Where X = self-awareness

\+ = school

Y = career-awareness

RMDA = realistic decision-making ability

Through career group guidance we plan to expose all the students to the world of work. When a student experiences self-awareness and career-awareness he can realistically project himself into a specific occupation. In order to guide the student toward a realistic decision-making ability the following steps will be followed:

1. Stimulate (shock) self-awareness
   (provoke thought process) + capabilities
2. Reinforce self-awareness - liabilities
3. Occupational awareness
   (W O W - World of Work)
4. Occupational Resources - TAOSCORE
5. Occupational assessments
   A. role projection
   B. qualification projection
6. RDMA - realistic decision-making ability
7. Self-confidence in decision
8. Personal commitments and responsibilities

CAREER EDUCATION IN TAOS JUNIOR HIGH

In order to prepare our students for a better future it will be necessary for all teachers in Junior High to gear their instruction towards career awareness. The fact that our students are starting, we might say, at mid stream, not having had the career awareness education that the present elementary students are now getting, makes it imperative that all of us in Junior High go all out in orienting our students in career education. Career Education can and must be integrated in every subject offered in Junior High. Lesson plans can be made so that they

bring the world of work in contact with the student. In reading, for example, there is a tremendous amount of literature in the library that pertains to the world of work. Math can be taught with the practical use of it as an objective. In courses where research is done by the students, why not research in some career? The history of our country, state and world has been greatly influenced by the world of work so why not reach it with emphasis on the world of work. Every class can be a vehicle in fostering career awareness. The success of the career education program will be determined by the willingness of the faculty to cooperare, believe in and truly involve themselves in the program.

RESOURCE MATERIAL

1. Library (TAOSCORE-Teachers Guide)
2. SRA Career Information Kit (Counselor's Office)
3. Chronicle Career Information Kit (Counselor's Office)
4. Films (Career Ed. Office)
5. Film Strips (T.J.H.A-V and Career Ed. Office)
6. Speakers (Any person involved in an occupation)
7. W.O.R.K. Kit (SRA) (Counselor's Office)
8. Career Education Office (Ph. No. 758-4065)
9. SRA Career Information Kit (Mr. Struck)
10. Mr. Struck (Taos Junior High)

The above list of resource materials is a partial list of things that are available. The TAOSCORE Teachers Guide lists the books in the Junior High library that pertains to different careers. The listings are sectioned off by career cluster with some of the sub-division in each. Also in the guide is a list of films and film strips that are available through the career education office. The film and film strips will have to be scheduled ahead of time so as to assure the availability when needed.

GROUP GUIDANCE

We are starting a series of group guidance sessions in the Junior High this year. Every student in the Junior High will participate in at least four group sessions through out the year. There are approximately thirty groups or class sessions in each required subject, with the exception of reading. The Junior High counselors will work through the math classes. In this manner we will be able to reach all the students in school. The main prupose is to expose our students to the idea of self-awareness and career-awareness. Our goal at the present is to meet all groups once every grading period, four times throughout the year.

The guidance session will be from 20 minutes to 55 minutes in length depending on the time needed. Lectures, discussions, film, questionnaires etc. will be used in presenting career education in the group guidance sessions. Tentatively the following will be the items of concern in the group guidance sessions:

1. SELF-AWARENESS
2. SCHOOL-AWARENESS
3. CAREER-AWARENESS
4. THE WORLD OF WORK AND OCCUPATIONAL ASSESSMENT

Assessment forms will be provided so that the student can assess himself in each one of the four phases. Occupation assessment worksheets will be provided so that the student can evaluate not just one career but as many as he sees fit to do so. By evaluating as many careers as possible the student can get a wider and better insight into the world of work. He will then be better informed making it possible for him to make a better decision concerning his future career.

SELF-AWARENESS ASSESSMENT FORM

Students Name_____Grade_____Age_____

Teacher_____Period_____Date_____

Before answering the following items, concentrate, think about yourself and write exactly how you feel about yourself. This is not a test. The questions are for the purpose of getting you to become aware of yourself, to learn who you really are. There are no wrong or right answers, only you can determine what should be written.

1. What kind of person am I?

2. A. What are some things I like about myself?

   B. What are somethings I dislike about myself?

3. How do others see me?

4. How well do I get along with others? Explain

5. Is it important to get along with others? Explain

6. What do I want out of life?

7. What am I good at?

8. What do I enjoy doing?

DRAW A CIRCLE AROUND THE RIGHT ANSWER FOR YOU.

YES - NO 1. Do you feel that your ability may not be adequate to achieve what you want in life?

YES - NO 2. Do you often "lose your temper"?

YES - NO 3. Do you often do things you later regret?

YES - NO 4. Do you falter or stutter when you talk?

YES - NO 5. Do people annoy you?

YES - NO 6. Do you feel less smart than most people?

YES - NO 7. Are you as popular as you would like to be?

YES - NO 8. Do you like to "take on" responsibilities?

YES - NO 9. Do you usually feel at ease at social affairs?

YES - NO 10. Does your future look satisfactory to you?

YES - NO 11. Do people feel you are too aggressive?

YES - NO 12. Do you feel that you get along well with people your own age?

YES - NO 13. Do you worry?

YES - NO 14. Does criticism distrub you greatly?

YES - NO 15. Do you get upset easily?

YES - NO 16. Have you a great need to conquer bashfulness?

YES - NO 17. Do people misunderstand you?

YES - NO 18. Do you find it easy to make friends?

YES - NO 19. Do you feel that you are a nervous person?

YES - NO 20. Do you feel lonesome and low much of the time?

YES - NO 21. Are you often doubtful about what life is all about?

YES - NO 22. Do you feel that you have the will or drive to succeed?

YES - NO 23. Do you often become confused if you have to do things quickly?

YES - NO 24. Do you find it easy to start a conversation with strangers?

SCHOOL AWARENESS ASSESSMENT FORM

Students Name_____Grade_____Age_____

Teacher_____Period_____Date_____

Before answering the following items think about yourself and your place in school. This is not a test. The purpose for these questions is to make you aware of school and the reasons for your being in school. There are no right or wrong answers, the answer you give applies only to you and no one else.

1. Why am I in school?

2. Am I getting any staisfactions from school? What satisfactions?

3. In what way is school meeting my needs?

4. How do I relate to my teachers?

5. What do I want from my teachers?

   A. How can my teachers help me?

6. How can I help myself?

7. What does school mean to me?

CIRCLE THE RIGHT ANSWER FOR YOU. LEAVE NO QUESTION UNANSWERED.

YES - NO 1. Are you good at preparing for tests?
YES - NO 2. Do you usually understand your assignments?
YES - NO 3. In general, do you dislike school this year?
YES - NO 4. Are you always on time for school?
YES - NO 5. Have you been "getting by" this year by doing less than your best school work?
YES - NO 6. Do you know just how well you are progressing in school this year?
YES - NO 7. Do your parents feel that you study as you should?
YES - NO 8. Should you avoid certain school subjects because they are too difficult? If yes which ones?
YES - NO 9. Has poor health, illness or an accident ever interfered with your school work?
YES - NO 10. Is it easy for you to speak before a group?
YES - NO 11. Does your school homework take over 60 minutes per night?
YES - NO 12. Are you usually upset when taking tests?
YES - NO 13. Do you feel that you know how to study effectively?
YES - NO 14. Do you think you are good at taking notes?
YES - NO 15. Would you like to quit school now?
YES - NO 16. Do you find it easy to keep your mind on what you are studying?
YES - NO 17. Has dislike of a subject, or feeling that it is dull been the reason for doing poor work? If yes what subject?
YES - NO 18. Do you often feel good by your success in school?
YES - NO 19. Do you often feel depressed by poor work in school?
YES - NO 20. Do you find it easy to get acquainted with all your teachers?
YES - NO 21. Do you frequently feel tired at the end of the school day?
YES - NO 22. Have you been praised for good school work this year?
YES - NO If so, do you feel good by your success in school?
YES - NO 23. Have you been criticized for poor school work this year?
YES - NO If so, are you depressed about it?
YES - NO 24. Are your plans for the future your own?

CAREER AWARENESS ASSESSMENT FORM

Name_____Grade_____Age_____

Teacher_____Period_____Date_____

The choosing of a life occupation is a very serious undertaking. Many things have to be considered. In order to make the right choice you have to consider your abilities, and your limitations to do the type of work you would like to make your life occupation. The following questions are designed to make you aware of some of the things you should explore in order to make a realistic decision concerning your future.

1. What type of life-occupation would you like?

2. Have you explored the requirements?

3. How are you preparing yourself for it?

4. What subjects are preparing you for your occupation?

5. What kind of jobs are available?

6. How do you find out where to start?

7. How can you prepare to meet the challange of competition in life?

DRAW A CIRCLE AROUND THE RIGHT ONE FOR YOU

YES - NO 1. Are your plans for a career undecided or unclear?

YES - NO 2. Does it annoy you if others watch you work?

YES - NO 3. Have you had a part-time job this year?

YES - NO 4. Have you ever had a real paying job?

YES - NO 5. Do you feel that you know the kind of life work for which you are best suited?

YES - NO 6. Do you know your vocational aptitudes both your strong and your weak points?

YES - NO 7. Do you know where to get information about college entrance requirements?

YES - NO 8. Do you feel that you need to know much more about various occupations?

YES - NO 9. Do you know what to say and do during an interview for a job?

YES - NO 10. Do you know how to write a good letter of application for a job?

YES - NO 11. Do you think your health is important in determining the type of career you should have?

YES - NO 12. Do you feel you want to follow the same career your father or mother has?

YES - NO 13. Do you feel you want to continue school after high school?

YES - NO 14. Do you plan to get a full time job after you finish school?

YES - NO 15. Do you believe in promptness?

YES - NO 16. Do you see a need for courtesy?
YES - NO A. To your boss?
YES - NO B. To your fellow employees?

YES - NO 17. Do you see a need for loyalty?
YES - NO A. To your boss?
YES - NO B. To your fellow employees?

YES - NO 18. Do you see a need for cooperation?
YES - NO A. To your boss?
YES - NO B. To your fellow employees?

YES - NO 19. Are rules & regulations necessary?

OCCUPATION ASSESSMENT WORKSHEET

Name_____Grade_____Age_____

Teacher_____Period_____Date_____

The purpose of this worksheet is so that you can become acquainted with occupations. It is very important to know all there is about an occupation before you make a decision concerning your future. This worksheet will help you in determining what you should know about a job. It is also important for you to look into as many occupations as possible. This is not a test. Only you will benefit by what you learn about occupations.

1. Name of Occupation (job).
2. Job description (what do you do at this job).

3. Qualifications
   A. Age
   B. Specific physical, mental, and personal qualities needed. If none, indicate.

   C. Skills required to perform work.

4. Preparation for job.
   A. General Education.

   B. Specific training.

   C. Where can you get the training needed?

   D. Cost for training.

5. Geographical restrictions.
   A. Is the job found only in certain areas? Where?

   B. Would this job require you to move from this community?

   C. Would you be working in an urban or rural community?

6. Salary and Benefits.
   A. Beginning salary

   B. Average salary

   C. Maximum salary

   D. Other benefits, such as retirement, unemployment, insurance, etc.

7. Demand for job.
   A. Now
   B. 5 years from now
   C. 10 years from now
   D. Seasonal or year round

8. Advancement
   A. Promotion in salary
   B. Jobs to which you may be promoted

   C. What determines promotion.

9. Working environment
   A. Hours
   B. Regularity or employment
   C. Pleasant and unpleasant things about the job.

   D. Health and accident hazards

10. Projection-Would I like this job? Why or why not?

In order to make a job assessment you will have to use the library, career information kits, interview people working at jobs being explored etc.

I. Elementary Component

1. What revisions in the curriculum were made to incorporate career awareness in your classes?

2. Did you emphasize awareness of any particular careers?
No_____
Yes_____ Which:

3. What was the nature of the experiments you made to incorporate career awareness in your classes?

4. What techniques were employed in the experiment?

5. What types of materials were utilized in the experiment?

6. In July you participated in a workshop to structure complete career education programs. Of what value was this workshop to you?

7. In August you participated in an in-service workshop devoted to career education. Of what value was this workshop to you?

8. Describe the nature of the career education program as you see it in your school.

Teacher's Form

FIRST AND SECOND GRADE

/ To be submitted twice: /
/ Sept. 10, 1972 /
/ April 10, 1973 /

TEACHER'S TABULATION FORM

How many students completed the questionnaire?_____

I. Enter the number of students who marked face #1_____

#2_____

#3_____

II. Enter the number of students who marked face #1_____

#2_____

#3_____

III. Enter the number of students who marked face #1_____

#2_____

#3_____

IV.

A. Ask: How many of you know what kind of work your father does?
(Count raised hands and record here_____)

(Have students tell what their father does)

B. Ask: How many of you know what kind of work your mother does?
(Count raised hands and record here _____)

V.

A. Ask: How many of you have a job you do at home to help?
(Count raised hands and record here _____)

B. Ask: What job or jobs do you do at home?
(List different kinds mentioned by students)

_____ _____

_____ _____

VI. Ask each child to turn his test paper over and draw a picture with crayons showing some kind of work he might like to do when he grows up.

(As students are drawing, observe and record the following:)

A. How many seem to be copying neighbors ideas? _____

B. How many seem to have original careers in mind (something besides being a nurse or fireman)?_____

C. How many students can interpret their ideas about their career verbally to you or the class? _____

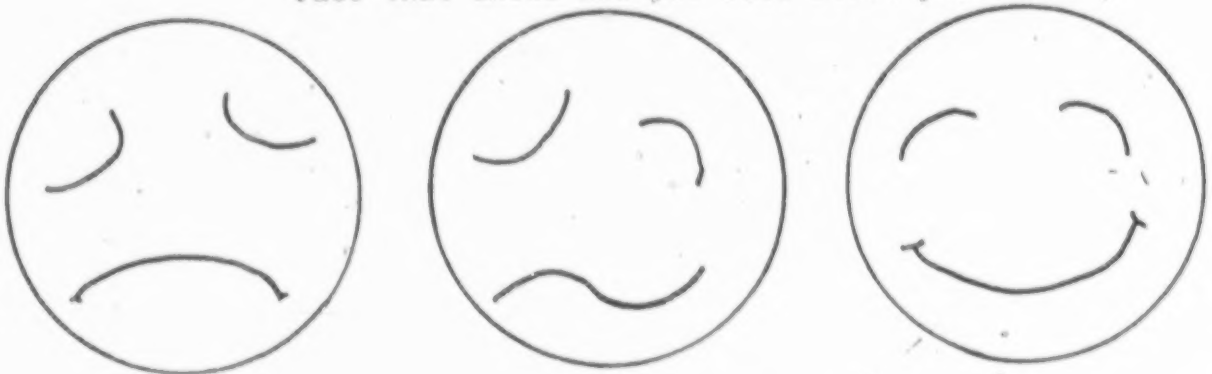
Student Form

FIRST AND SECOND GRADE

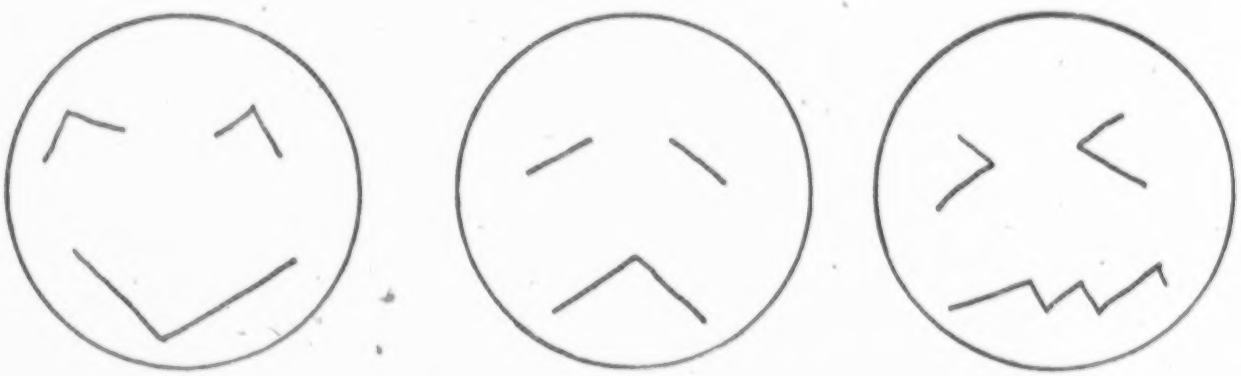
To be administered twice:
Before Sept. 10, 1972
Before Apr. 10, 1973

PRE-POST QUESTIONNAIRE

I. (Teacher says, "Look at the first row of faces on your paper. Which face shows how you feel about yourself? Make a big X mark (demonstrate on board) on the face that shows how you feel about yourself.")



II. (Teacher says, "Look at the next row of faces. Which face shows how you feel about other people? Make a big X mark on that face.")



III. (Teacher says, "Now look at this last row of faces. Which face shows best how you feel about being at <u>school</u>. Make a big X mark on that face.)

1 2 3

Student Form

THIRD AND FOURTH GRADE

/To be administered twice: /
/ Before Sept. 10, 1972 /
/ Before April 10, 1973 /

PRE-POST QUESTIONNAIRE

I.

A. How much do you like yourself?
(Check ✓ the answer that is true for you)

_____1. I can't read this.

_____2. Many

_____3. Some

_____4. None

B. How many things can you do well?

_____1. I can't read this.

_____2. Many

_____3. Some

_____4. None

C. How many friends do you have?

_____1. I can't read this.

_____2. Many

_____3. Some

_____4. None

II. Do you like school?

_____1. Yes

_____2. Sometimes

_____3. No

III.

A. Does your father work?

_____1. Yes

_____2. No

_____3. I don't know.

B. Does your mother work?

_____1. Yes

_____2. No

_____3. I don't know

C. Write what kind of work your mother or father does.

_____

_____I can't write it.

_____I can't read this.

D. Do you want to work when you grow up?

_____1. I can't read this.

_____2. Yes

_____3. No

_____4. I don't know.

IV.

A. Do you do work at home every day?

_____1. I can't read this.

_____2. Yes

_____3. No

B. Do you make your bed?

_____1. I can't read this

_____2. Yes

_____3. No

_____4. Sometimes

C. Do you hang up your clothes?

_____1. I can't read this

_____2. Yes

_____3. No

_____4. Sometimes

V.

A. What kind of work do you want to do when you grow up?

_____

_____

_____I can't read this

_____I don't know.

B. How much school will you need for your job?

_____1. I can't read this

_____2. High school

_____3. more than high school

_____4. less than high school

C. How much money will your job make the first year?

_____1. I can't read this

_____2. less than $5,000

_____3. about $5,000

_____4. about $10,000

_____5. about $15,000

_____6. about $20,000

_____7. I don't know

D. Write the names of two kinds of office jobs.

_____ _____

E. Write the names of two kinds of forestry jobs.

_____ _____

F. Write the names of two kinds of tourism jobs.

_____ _____

Teacher's Form THIRD AND FOURTH GRADE

/To be submitted twice:/
/ Sept. 10, 1972 /
/ April 10, 1973 /

TEACHER'S TABULATION FORM

How many students completed the questionnaire?_____

I. Questions Pertaining to Self-Awareness

(List the total number of students who responded to each numbered statement)

A. _____1

_____2

_____3

_____4

B. _____1

_____2

_____3

_____4

C. _____1

_____2

_____3

_____4

II. Question Pertaining to Attitude About School

_____1

_____2

_____3

_____4

III. Questions Pertaining to Attitude About Work

A. _____1

_____2

_____3

B. _____1

_____2

_____3

C. _____can't read this

_____can't write the answer

D. _____1

_____2

_____3

_____4

IV. Questions Pertaining to The Student's Independence and Home Responsibilities

A. _____1

_____2

_____3

_____4

B. _____1

_____2

_____3

_____4

Teacher's Tabulation Form

C. _____1

_____2

_____3

_____4

V. Questions Pertaining to Career Information

A. Enter number of students who left question blank_____

Enter number who checked "I don't know"_____

Enter number who checked "I can't read this"_____

Enter number who listed more than one kind of work_____

B. _____1

_____2

_____3

_____4

How many of these answers appeared to be realistic?

_____most of them

_____a few only

C. _____1

_____2

_____3

_____4

_____5

_____6

_____7

How many of these answers appeared to be realistic?

_____most of them

_____a few only

D. Occupations of Office workers might include the following: typist, secretary, filing clerk, receptionist, business manager, stenographer, computer operator, computer programmer.

List the number of correct responses

_____0 correct responses

_____1 correct response

_____2 correct responses

E. Occupations in forestry might include: lookout, fire fighter, ranger, logger, lumberjack, sawmill worker etc.

_____0 correct responses

_____1 correct response

_____2 correct responses

F. Occupations in tourism might include: hotel, motel employees, resort employees, camp employees, travel agent, travel-trailer sales and rental, restaurant employees.

List the number of correct responses

_____0 correct responses

_____1 correct response

_____2 correct responses

Student Form FIFTH AND SIXTH

/To be administered twice/
/Before Sept. 10, 1972 /
/Before April 10, 1973 /

PRE-POST QUESTIONNAIRE

I.

A. How do you feel about yourself? (Check ✓ one below)

_____1 I like myself most of the time.

_____2 I like myself sometimes, but wish I were more like other kids.

_____3 I don't like myself very much.

B. List all the things you think you do well.

_____

_____

_____

_____

_____

C. How do you feel about other people? (Check one)

_____1. I think most people like me most of the time, and I like them.

_____2. I wish more people liked me, because I like them.

_____3. I don't care if other people don't like me; I don't like them either.

II.

A. (Answer this question only in September)
How do you feel about school?

_____1. It really turns me on.

_____2. It's okay.

_____3. It's a drag!

B. (Answer this question only in April)
How did you feel about school this year?

_____1. It was the greatest!

_____2. It was quite a bit better than other years.

_____3. It was a little bit better than other years.

_____4. It's still a drag!

III.

A. What kind of work does your father do?_____

B. What kind of work does your mother do?_____

C. Do you wish your father or mother did some other kind of work?

_____1. I don't care

_____2. No

_____3. Yes (If you checked this, tell why?)_____

_____

D. Do you think some kinds of jobs are better than others?

_____1. No

_____2. Yes (If you checked this, tell why below)

Some jobs are better because: (check all that you think are important)

_____a. they make more money

_____b. they need less schooling

_____c. they are more respected

_____d. they are cleaner

_____e. they are less dangerous

E. Have you ever thought whether you would prefer to do work with things, people, or ideas?

_____1. Yes, I have.

_____2. No, I have not.

IV.

A. Do you have any daily assigned tasks at home?

_____1. Yes

_____2. No

B. Do you do these jobs without being reminded?

_____1. Always

_____2. Sometimes

_____3. Never

C. Check the kinds of things you do at home regularly. (No cheating!)

_____1. Hang up your clothes

_____2. Make your bed

_____3. Help with dishes

_____4. Help with ironing

_____5. Help with cooking

_____6. Babysit

_____7. Take out trash

_____8. Work in the yard

_____9. Help with cleaning

_____10. Something else

D. Do you know any way you can earn money ourside of your home right now?

_____1. Yes

_____2. No

E. Do you do any work outside of your home for pay?

_____1. Regularly (what kind of work? _____)

_____2. Sometimes

_____3. Never

V.

A. List all the ways you can think of to find a job?

1._____

2._____

3._____

4._____

5._____

B. What kind of work do you want to dó when you are an adult? (If you don't know, leave blank.)

_____

_____

C. How much schooling do you think you will need for the kind of work you want to do?

_____1. high school or less

_____2. technical or vocational school after high school

_____3. college

D. How much money do you think you will earn the first year?

_____1. Under $5,000

_____2. $5,000 - $10,000

_____3. $10,000 - $15,000

_____4. $15,000 - $20,000

_____5. Over $20,000

E. List the four most important things people have to buy with their money.

1._____

2._____

3._____

4._____

F. Name 4 occupations in the Business and Office Clusters
(Note: A cluster is a family of jobs)

_____ _____

_____ _____

G. Name 4 occupations in the Forestry Cluster.

_____ _____

_____ _____

H. Name 4 occupations in the Tourism Cluster.

_____ _____

_____ _____

Teacher's Form FIFTH AND SIXTH GRADE

/ To be submitted twice:/
/ Sept. 10, 1972 /
/ April 10, 1973 /

TEACHER'S TABULATION FORM

How many students completed this questionnaire?_____

I. Questions Pertaining to Self-Concept

A. List the number of students who responded to each numbered statement.

_____1.

_____2.

_____3.

B. Tabulate the number of students who made one response, two responses, three responses, etc, and enter totals.

_____0 responses

_____1 response

_____2 responses

_____3 responses

_____4 responses

_____5 or more responses

C. _____1

_____2

_____3

II. Questions Pertaining to Attitude About School

Note: Question "A" is to be completed only at the beginning of the year, while Question "B" is to be completed only at the end of the year. However, do not call the students attention to this, RATHER, INSTRUCT THEM ONLY TO FOLLOW WRITTEN DIRECTIONS. This question will test how well students follow directions.

A. _____1

_____2

_____3

B. _____1

_____2

_____3

_____4

III. Questions Pertaining to Attitudes About Work

A. Enter only the number of students who did not know the answer to this question._____

B. Enter the number of students who did not know the answer. _____

C. _____1

_____2

_____3 (List kinds of reasons given)_____

_____

_____

D. _____1

_____2

_____a

_____b

_____c

_____d

_____e

E. _____1

_____2

IV. Questions Pertaining to Student's Independence and Home Responsibilities

A. _____1

_____2

B. _____1

_____2

_____3

C. _____1 _____6

_____2 _____7

_____3 _____8

_____4 _____9

_____5 _____10

D. _____1

_____2

E. _____1

_____2 List kinds_____

_____3 _____

V. Questions Pertaining to Career Information

A. Tabulate the number of students who made one response, two responses, three responses etc. and record.

_____0 responses _____3 responses

_____1 response _____4 responses

_____2 responses _____5 or more responses

B. Record the number of students who did not answer._____

C. _____1

_____2 How many of these appear to be realistic?

_____3 _____%

D. _____1

_____2

_____3 How many of these appear to be realistic?

_____4 _____%

_____5

E. Expected answers are: food, shelter, clothing & transportation (List the number of correct student responses)

_____0 correct

_____1 correct

_____2 correct

_____3 correct

_____4 correct

F. Occupations pertaining to Business might include: typist secretary, filing clerk, stenographer, bookkeeping, accountant, computer programer, receptionist, business manager etc.

List the number of correct responses.

_____0 correct

_____1 correct

_____2 correct

_____3 correct

_____4 correct

G. Occupations in the Forestry Cluster might include: lookout firefighter, ranger, logger, lumber jack, sawmill employees etc.

List the number of correct student responses

_____0 correct

_____1 correct

_____2 correct

_____3 correct

_____4 correct

H. Occupations in the Tourism Cluster might include: motel and hotel employees, tour guides, travel agents, restaurant employees, resort and camp employees, travel trailer sales and rental, etc.

List the number of correct student responses

_____0 correct

_____1 correct

_____2 correct

_____3 correct

_____4 correct

Teacher's Form

ALL GRADE LEVELS

To be submitted one time: with Tabulation Form, April 16, 1973

TEACHER'S FINAL EVALUATION

1. Compared to other years, student absences this year have been

___ a. slightly higher

___ b. considerably higher

___ c. about the same

___ d. slightly less

___ e. considerably less

2. In general, students' reading skills this year have

___ a. increased considerably more than expected

___ b. increased a bit more than expected

___ c. progressed at the expected rate

___ d. decreased slightly more than expected

___ e. decreased alarmingly

3. In other curriculum areas, (Math, science, social studies) students have accomplished

___ a. considerably more than expected

___ b. a little more than expected

___ c. the required amount as expected

___ d. a little less than required

___ e. considerably less than required

4. Student grade averages this year have

___ a. increased over previous years

___ b. remained about as expected

___ c. decreased compared to previous years

5. Discipline problems this year have

___ a. increased

___ b. remained about the same as other years

___ c. decreased

6. Do you feel that most of your students have developed greater confidence in their own abilities this year? (More than usual)

___ a. Yes

___ b. No

___ c. Don't know

7. Do you feel that your students have exhibited more independence and initiative in the classroom this year than in previous years?

___ a. Yes

___ b. No

___ c. Don't know

8. Do you feel that your students have developed new career interests this year?

___ a. Yes

___ b. No

___ c. Don't know

9. Which teaching method option did you use most?

___ a. Guided-Freedom

___ b. Teacher-Centered

___ C. Combination

10. What percent of the suggested career education activities outlined in the TAOSCORE Teacher's Guide do you think you used?

___ a. about 100%

___ b. about 75%

___ c. about 50%

___ d. about 25%

___ e. less than 25%

11. In your class, what have been the highlights of this year's TAOSCORE career education program?

12. In your opinion, what have been the biggest problems?

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